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ABSTRACT

There is a common assertion that if you can find out what teachers' problems are, you have gained enormously valuable insight into their world and are in a position to help them at some level to consider and thus accept, reduce, or eliminate those problems. This assertion has provided the basis for studies over the past 10 years. This report outlines several of these studies and the instruments used in each. The instruments include (1) the Perceived Problems Inventory (PPI) designed for beginning elementary and junior high school teachers; (2) the My Biggest Problem Today Inventory (MBPTI), a revision of the PPI used for inner-city elementary school teachers; (3) the Teacher Problem Inventory (TPI) for inner-city elementary school teachers; (4) a revision of the TPI for rural disadvantaged elementary teachers; and (5) the Teacher Problems Check List (TPCL) for secondary teachers with a revision for elementary teachers. Samples of each of these instruments are included. (JMF)

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A BRIEF REVIEW OF STUDIES OF PROBLEMS OF TEACHERS CONDUCTED BY DONALD R. CRUICKSHANK WITH OTHERS WITH PARTICULAR ATTENTION TO INSTRUMENT DEVELOPMENT

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During the past ten years a series of studies has been undertaken to determine what are the perceived problems of teachers. The assertion is that if you can find out what teachers' problems are you have gained enormously valuable insight into their world and are in a position to help them at some level to consider and thus accept, reduce or eliminate them. The intention of this paper is to describe the studies briefly. Details are available from the original reports which are footnoted. Special attention is given to the evolution of the instruments used.

The first attempt to develop a self-administering instrument for the purpose of identifying teacher perceived problems was undertaken as the initial phase of a U. S. Office of Education project.[1] The instrument developed, the Perceived Problems Inventory or PPI, contained 117 items reflecting teacher problems reported in studies by Dropkin and Taylor,[2]

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[1]Donald R. Cruickshank and Frank W. Broadbent, The Simulation and Analysis of Problems of Beginning Teachers. (Brockport, New York: State University of New York College at Brockport, October, 1968).

[2]Stanley Dropkin and Marvin Taylor, "Perceived Problems of Beginning Teachers and Related Factors," Journal of Teacher Education, 14:384-390, December, 1963.

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Smiley and Sprague,[3] and Seymour Lemeshow.[4] These items seemed to fall into seven categories as follows: discipline, evaluation, methods, parent relationships, personal, planning and materials, and routines. An example of an item which seemed logically to belong in the category "parent relationships" was "telling parents that their children have problems." Respondents were asked to rate each item as either (1) a serious problem, (2) a moderate problem, (3) a minor problem or (4) no problem. (Appendix A contains a copy of the PPI.) Test-retest reliability of the instrument when used with a graduate class of education students was .96. When the data were analyzed the original four-point scale was reduced to a two point scale to compensate for possible respondent reluctance to admit severity of problems. Results were subjected to chi-square analysis in "problem--no problem" categories to determine which items were chosen significantly beyond chance level.

Analysis of the results of use of the PPI with 163 first year elementary and junior high teachers who had graduated in June 1964 from the State University of New York at Brockport revealed that thirty-two or twenty-seven percent of the 117 items were scored in such a way that they deviated significantly from the others. (The thirty-two items are found in Appendix B.) These items served as the basis for developing critical incidents that participants faced in a simulator intended to expose teachers to

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[3]Marjorie B. Smiley and Arthur R. Sprague, Professional Difficulties of Beginning Elementary School Teachers as Seen by Elementary School Principals, Study No. IV (New York: Office of Institutional Research, Hunter College, November, 1957).

[4]Seymour Lemeshow, "Teacher Operational Problems Identification: Problems Questionnaire Raw List" (New Jersey: Jersey City State College, July 1964).

teacher problems and to give them experience in resolving them.[5]

The PPI underwent radical revision when it was used to determine problems of teachers in inner-city elementary schools and it was decided that the items thereon should be supplied by such teachers. The first stage of this study[6] involved having one group of inner-city teachers identify teacher problems. These teachers were randomly selected from schools designated as serving large numbers of educationally disadvantaged children in twelve cities with large pupil enrollments. Each was asked to describe the school incident which caused him or her the greatest concern each day for ten successive days on the My Biggest Problem Today Inventory (MBPTI) Form.[7] (See Appendix C.) A sample incident reported follows:

> The biggest problem occurred in biology today. The class had its fifth day of a six lab period exercise on the dissection of a frog. Perhaps half the class is really into this, following their instructions carefully, doing exactly what they are supposed to do, identifying organs, and parts, working effectively, and enjoying it. Unfortunately perhaps a third of the class tired of the exercize after the first day, and now tend to spend their

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[5]Donald R. Cruickshank, Frank W. Broadbent and Roy Bubb, Teaching Problems Laboratory. (Chicago: Science Research Associates, 1967).

[6]Donald R. Cruickshank and James Leonard, The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools. The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Occasional Paper/One. (Washington, D.C.: The American Association of Colleges for Teacher Education, 1967).

[7]The MBPTI solicited three kinds of information. First, teacher respondents were asked to describe the school incident which caused them the greatest concern each day for ten successive days. Second, respondents were requested to react to the stated incident on a numerical continuum (1-6) to four sets of polar adjectives: normal-abnormal; simple-complex; solvable-insolvable; slightly frustrating-extremely upsetting. Third, respondents were asked to place each reported incident in one of these problem categories: planning; teaching or methodology; student behavior; parent relationship; personal, teacher or administrator relationship; evaluation. An other category was available for write-in responses.

> time in idle picking, and without constant attention, would be spending the period talking, or getting into mischief. The consequence is that I have to spend most of my time with the students who are least capable, and least concerned. This, it appears to me, is a rather serious problem with education today.

A jury inspection of the 1400 incidents reported by 140 teachers who participated indicated that they could be synthesized into 184 somewhat different problem statements such as:

1. Having trouble eliminating pupil absences or tardiness;
2. Handling excessively large classes;
3. Dealing with children who arrive at school wet or who stay home because of inclement weather.
4. Helping a child with social adjustment problems.

The 184 statements became items on a new instrument called the Teacher Problem Inventory or TPI (Appendix D).

The second stage of the study caused another sample of inner-city elementary teachers to respond to each item on the TPI in order to determine which problems were most frequent and severe.

Two chi-square analyses were performed on each item respectively. The overall response on each scale (frequency and severity) was employed as the expected frequency for each separate analysis. Thus a significant result would indicate that teachers' responses to a particular item deviated from the overall trend of responses in the scale.

Analysis of the results of the use of the TPI with 287 inner-city elementary teachers revealed that ninety-six or fifty-two percent were significant on either the frequency or severity scales or both (Appendix E). This rather long list was shortened to forty-five by keeping only problems reported as frequent, severe or both by more than one-third of the respondents (Appendix F). The latter items served as a basis of developing critical incidents that participants faced in a second simulator intended to ex-

pose teachers to teacher problems and to give them experience in resolving them.[8]

The TPI underwent revision when it was used to determine problems of elementary teachers serving the rural disadvantaged. In the first stage of this two-stage study,[9] about one-half of the teachers from the twenty-six participating schools were asked to use the MBPTI for ten successive days to record thereon the school incidents which caused them the greatest concern. When the resulting 850 MBPTI's collected were inspected, it was found that they generally were comparable to the 184 problems identified in stage one of the inner-city study. However ten new problem statements were added as items 185-94 (Appendix G).

During the second stage of the study all the teachers in the twenty-six schools were asked to respond to the expanded 194 item TPI.

Analysis of the results of the use of the revised TPI with the 354 rural elementary teachers revealed that seventy-eight or forty percent of the items were significant on either the frequency or severity scales or both (Appendix H). Again the long list was reduced by keeping only problems reported by more than one-third of the respondents (Appendix I).

The next teacher problem checklist form was developed in order to determine the problems of teachers in secondary schools. Since the items on the TPI were collected from elementary teachers it was decided that a

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[8]Donald R. Cruickshank. Inner-City Simulation Laboratory. (Chicago: Science Research Associates, 1969).

[9]Donald R. Cruickshank, John J. Kennedy, James Leonard and Robert Thurman, Perceived Problems of Teachers in Schools Serving Rural Disadvantaged Populations: A Comparison with Problems Reported by Inner-City Teachers. The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, Occasional Paper/Five. (Washington, D.C.: The American Association of Colleges for Teacher Education, 1968).

checklist should be constructed which would contain items provided by teachers in secondary schools. In order to do this a study of problems of secondary teachers (7-12) nationally was undertaken.

In the first stage of the study a national sample of secondary teachers used the MBPTI to describe their biggest problem each day for ten days.[10] Participating teachers were from twenty-six schools which had been randomly selected from those holding membership in the National Association of Secondary School Principals (NASSP). When the 563 MBPTI's collected were read they were found to be very similar to the 194 items on the TPI. In fact, when specific references to elementary pupils and schools were removed, the 194 items accounted for all of the MBPTI's contributed by the secondary teachers. This very long set of items was carefully inspected again with the intention of trying to abbreviate it. Upon inspection similarities were noted and some problem statements were combined or eliminated. The resulting instrument contained 105 somewhat more general problem statements than those on the TPI. The revised instrument, the Teacher Problems Check List (TPCL), asked respondents to consider each problem in terms of (a) its frequency (yes;no) and (b) its bothersomeness (yes; no). (Appendix J contains a copy of the TPCL).

In the second stage of the study another national sample of secondary teachers, this time from sixteen randomly selected NASSP member schools, responded to the 105 problem statements on the TPCL. In order to determine which of the problems were most frequently occurring and most bothersome a binomial test of significance was conducted for each item at the .01 level.

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[10] Donald R. Cruickshank. John J. Kennedy and Betty Myers, "Perceived Problems of Secondary School Teachers," Journal of Educational Research, 68:4, December, 1974.

Forty-two specific problems were identified as being significantly frequent and/or bothersome (Appendix K). In order to determine problem areas a factor analysis was performed separately on the frequency and bothersomeness responses. This resulted in the identification of seven factors or problem areas for frequency (Appendix L) and seven factors for bothersomeness (Appendix M).

Subsequently the TPCL was used in a follow-up study of graduates of The Ohio State University's College of Education.[11] Separate samples of elementary teachers and secondary teachers responded to the checklist and these responses were analyzed using the same procedures used in the secondary teacher study. The results of the analyses identified forty problems as being statistically significant for frequency and/or bothersomeness for the elementary teacher sample (Appendix N). Thirty-four problems were similarly identified for the secondary teacher sample (Appendix O). When the responses were factor analyzed for elementary and secondary teachers separately, five factors for the elementary teachers' frequency responses were identified (Appendix P) and eight factors were identified for their bothersomeness responses (Appendix Q). For the secondary teacher sample five factors for frequency (Appendix R) and six factors for bothersomeness were identified (Appendix S).

Analysis of the results of the O.S.U. follow-up study indicated that elementary and secondary teachers have somewhat different problems and therefore it was decided that two forms of a checklist were needed. The de-

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[11] Betty Myers, Donald R. Cruickshank and John J. Kennedy, Problems of Teachers Graduated from The Ohio State University as Teacher Education Curriculum Indicators. (Columbus, Ohio: The Ohio State University, College of Education, September, 1974).

velopment of checklist for elementary teachers is described first.

The data on which the checklist for elementary teachers, the Teacher Problems Checklist: Elementary Form (TPC-E), was based was provided by (a) elementary teacher data from the O.S.U. follow-up study, (b) elementary teachers who were enrolled in graduate courses at O.S.U. and (c) elementary teachers who were teaching in local schools and who were willing to complete checklists. Analysis of the results of these responses resulted in the identification of forty-one statistically significant specific problems for frequency and/or bothersomeness (Appendix T). The responses were factor analyzed and six factors were identified for frequency (Appendix U) and for bothersomeness (Appendix V).

Thus the items from the TPCL used for constructing the TPC-E came from three sources. First, the forty-one significant problems were retained. Second, a total of ten different factors had been identified and defined. These factor definitions were modified to fit the format of the problem statements and became ten additional items for the TPC-E. Third, the three problem statements which had loaded highest on each of the ten factors were also retained. The second and third sources added twenty-five items to the TPC-E.[12] Thus the TPC-E consists of a total of sixty-six problem statements (Appendix W).

In addition to revising the content of the TPCL the response mode was changed so that both the frequency and bothersomeness scales became five-point scales. The first, third and fifth boxes were labled with descriptive modifiers for "frequent" (always; occasionally; never) or "bothersome"

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[12]Some of these items were already among the forty-one specific problems. This third process accounted for an additional ten items.

(extremely; somewhat; not at all) while the second and fourth boxes were not defined.

The development of the checklist for secondary teachers used procedures identical to those used in developing the TPC-E. The data on which the Teacher Problems Checklist: Secondary Form (TPC-S) was based was provided by (a) secondary teacher data from the national study, (b) secondary teacher data from the O.S.U. follow-up study, (c) secondary teachers who were enrolled in graduate courses at O.S.U. and (d) secondary teachers who were teaching in local schools and who were willing to complete checklists. Analysis of the results of their responses resulted in the identification of forty-two statistically significant specific problems for frequency and/or bothersomeness (Appendix X). When the responses were factor analyzed five frequency factors (Appendix Y) and eight bothersomeness factors (Appendix Z) were named and defined.

The TPC-S was then constructed from the TPCL in the following way. First, the forty-two specific problems which were identified as statistically significant for frequency and/or bothersomeness were retained. Second, a total of fourteen different factors had been identified and defined from the secondary teachers' responses. The definitions for all these factors were modified to fit the format of the problem statements and these became items for the TPC-S. Third, the three problem statements which had loaded highest on each of the fourteen factors were also retained.[13] This added twenty-three items to the TPC-S. Thus the TPC-S consisted of a total of seventy-nine different problem statements (Appen-

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[13]Some of these items were already among the forty-two specific problems. This third process accounted for an additional twenty-three items.

dix AA). (A typing error resulted in one item--numbers thirty-eight and seventy-seven--being included twice, making a total of eighty items on the TPC-S.) The response mode for the TPC-S is identical to that for the TPC-E.

In summary, the TPC-E is a sixty-six item instrument and the TPC-S is an eighty item instrument on which teachers are asked to indicate on two five-point scales the extent to which they perceive each problem to occur frequently and to be bothersome.

In the most recent study which was done in the spring and summer of 1975 approximately 450 Ohio secondary teachers (7-12) were asked to respond to the Teacher Problems Checklist: Secondary Form (TPC-S) and two other instruments--the Edwards Personality Inventory and a social-demographic data sheet. These data are still being processed but the analysis of the responses of the 431 teachers who completed usable TPC-S's has been completed. This analysis made use of the same procedures followed in the national study of secondary teachers and the O.S.U. follow-up study. Thirty-six specific problems were identified as statistically significant for frequency and/or bothersomeness (Appendix BB). Factor analyses of the data resulted in the identification of five strong factors for frequency (Appendix CC) and the same five factors for bothersomeness (Appendix DD).

Work underway also includes the development of instruments for determining problems of both elementary and secondary school students.

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Appendix A Perceived Problem Inventory

B Table of Thirty-two Problems of Beginning Elementary and Junior High Teachers

C My Biggest Problem Today Inventory Form

D Teacher Problem Inventory

E Table of Ninety-six Problems of Inner-City Elementary Teachers

F Table of Forty-five Problems Reported by More than One-third of Inner-City Elementary Teachers

G Ten Items Added to the TPI for Its Use in a Study of Problems of Teachers Serving Rural Disadvantaged Populations

H Table of Seventy-eight Problems of Elementary Teachers Serving Rural Disadvantaged Populations

I Table of Sixteen Problems Reported by More than One-third of Elementary Teachers Serving Rural Disadvantaged Populations

J Teacher Problems Check List

K Table of Forty-two Problems of Secondary Teachers

L Table of Seven Frequency Factors for Secondary Teachers

M Table of Seven Bothersomeness Factors for Secondary Teachers

N Table of Forty Problems of Kindergarten-Primary and Elementary Teachers Who Are O.S.U. Graduates

O Table of Thirty-four Problems of Secondary Teachers Who Are Graduates of The Ohio State University

P Table of Five Frequency Factors for Elementary Teachers Who Are Graduates of The Ohio State University

Q Table of Eight Bothersomeness Factors for Elementary Teachers Who Are Graduates of The Ohio State University

R Table of Five Frequency Factors for Secondary Teachers Who Are Graduates of The Ohio State University

S Table of Six Bothersomeness Factors for Secondary Teachers Who Are Graduates of The Ohio State University

T Table of Forty-one Problems for Elementary Teachers (Combined Data)

U Table of Six Frequency Factors for Elementary Teachers (Combined Data)

V Table of Six Bothersomeness Factors for Elementary Teachers (Combined Data)

W TPC-E

X Table of Forty-Two Problems for Secondary Teachers (Combined Data)

Y Table of Five Frequency Factors for Secondary Teachers (Combined Data)

Z Table of Eight Bothersomeness Factors for Secondary Teachers (Combined Data)

AA TPC-S

BB Table of Thirty-Six Problems of Secondary Teachers (TPC-S Validation Study)

CC Table of Five Frequency Factors for Secondary Teachers (TPC-S Validation Study)

DD Table of Five Bothersomeness Factors for Secondary Teachers (TPC-S Validation Study)

APPENDIX A

PERCEIVED PROBLEM INVENTORY

Dear Graduate:

The following problems have been reported by first year teachers. Some of them may be problems you feel also. The intention of this checklist is to find out in what areas our graduates are experiencing difficulties so that we perhaps may be able to make adjustments in our teacher preparation program. For this purpose, we need your help in an honest reaction to this checklist.

Please read each item carefully.

If you find this a serious ongoing problem: Place an X under 1

If you find this a moderate problem: Place an X under 2

If you find this only a minor problem: Place an X under 3

If you find this no problem at all: Place an X under 4

	a serious problem	a moderate problem	a minor problem	no problem
	1	2	3	4
Example Feeling insecure in teaching spelling.		X		
List of Reported Problems				
1. Having children follow routines for entering and leaving the classroom when coming from home or leaving for home.				
2. Lacking enthusiasm for a subject.				
3. Needing help in selecting instructional materials.				
4. Working out a daily schedule.				
5. Discussing with parents their children's achievement.				

	a serious problem	a moderate problem	a minor problem	no problem
	1	2	3	4
6. Explaining my grading system to children.				
7. Having students see relationship between undesirable behavior and the consequences.				
8. Not really liking kids.				
9. Managing the distribution and collection of materials, paper, milk, etc.,				
10. Involving many of the children in group discussions.				
11. Finding films and film strips related to the area being studied.				
12. Getting students to do homework.				
13. Criticized by parents.				
14. Collecting anecdotal background information about students.				
15. Maintaining order during field trips.				
16. Unhappy teaching in lower socio-economic districts.				
17. Keeping pupil attendance records accurately.				
18. Not knowing what to do with students who finish early.				
19. Finding out about radio and T.V. programs related to daily classwork of my children.				
20. Planning and executing useful field trips.				
21. Bothered by parents telephoning.				
22. Not knowing how to evaluate my objectives.				
23. Students not respecting me.				

	a serious problem	a moderate problem	a minor problem	no problem
	1	2	3	4
24. Disturbed by school regulations.				
25. Ordering, securing, and accounting for supplies and equipment.				
26. Too much stress on grades for motivation.				
27. Integrating A-V materials into the lessons.				
28. Working out details of assembly programs.				
29. Talking with parents I wish to contact.				
30. Judging children's progress in terms of my aims and purposes.				
31. Having children maintain quiet while working independently.				
32. Feelings of insecurity.				
33. Managing the transition from one activity or subject to another.				
34. Relating the subject meaningfully to children.				
35. Finding appropriate reading materials for readers one or more years below grade level.				
36. Finding out what content I am supposed to cover in my grade.				
37. Establishing a rapport with parents so that they will provide information candidly and without embarrassment.				
38. Feeling uncomfortable about giving failing grades.				
39. Finding ways to integrate isolated, disliked children in group activities.				
40. My feelings being hurt by criticism.				

	a serious problem	a moderate problem	a minor problem	no problem
	1	2	3	4
41. Organizing an orderly procedure for children to hang up their wraps.				
42. Not knowing how to deal with reading problems.				
43. Being unable to complete a lesson.				
44. Helping parents understand the reporting system of my school.				
45. Involving pupils in self-evaluation.				
46. Knowing how to hold student conferences.				
47. Unhappy about teaching at this present grade level.				
48. Unhappy with routine classroom bookkeeping.				
49. Being afraid to teach controversial subjects.				
50. Having work for some children while I am working with other groups or individuals.				
51. Difficulty in identifying those who need remedial help.				
52. Feeling unpopular as a teacher.				
53. Not wanting a certain student in my class.				
54. Formulating questions that provoke discussion.				
55. Needing to know how to organize a unit of work.				
56. Identifying children in need of psychological testing of counseling.				
57. Having difficulty with grouping.				
58. Having activities ready for children's rest time periods.				
59. Bothered by frustration in my personal life.				

	a serious problem	a moderate problem	a minor problem	no problem
	1	2	3	4
60. Not really knowing how to teach.				
61. Unhappy about teaching slow learners.				
62. Difficulties with organizing supplies and materials.				
63. Introducing a new topic and obtaining high interest.				
64. Obtaining the materials for making my own teaching materials, e.g., construction paper.				
65. Having difficulty preparing lesson plans.				
66. Conducting an interview with a parent.				
67. Having trouble interpreting children's capabilities to parents.				
68. Handling cliques in the classroom.				
69. Not being accepted by my colleagues.				
70. Handling children in passing in hall from room to room.				
71. Differentiating instruction among the slow, average and gifted children in class.				
72. Constructing bulletin boards.				
73. Finding out what the objectives of education are for my grade.				
74. Helping a student with a destructive home situation.				
75. Being able to prepare classroom tests that are valid.				
76. Handling children's aggressive behavior toward one another.				
77. Feelings of inferiority.				

	a serious problem	a moderate problem	a minor problem	no problem
	1	2	3	4
78. Organizing procedures for moving as a class from place to place.				
79. Students not willing to work.				
80. Finding materials with which to prepare simple science demonstrations.				
81. Lacking understanding of my subject(s).				
82. Explaining my techniques of teaching to parents.				
83. Interpreting the results of standardized tests.				
84. Handling children who waste school materials.				
85. Being impatient with my students.				
86. Teaching in an area for which I am unprepared.				
87. Unable to operate A-V equipment.				
88. Parents complaining about homework assignments.				
89. Getting parents to take an interest in their children's behavior.				
90. Telling parents that their children have problems.				
91. Handling the constantly disrupting child.				
92. Being unable to tolerate student errors.				
93. Having difficulty with written communication.				
94. Finding out about community resources that I can use in my teaching.				
95. Finding out what content children in my class covered last year.				

	a serious problem	a moderate problem	a minor problem	no problem
	1	2	3	4
96. Being troubled by parental complaints.				
97. Using test results and anecdotal information in working with individual children.				
98. Needing more understanding of student behavior				
99. Being unable to adjust to certain ethnic groups.				
100. Using the committee method with children.				
101. Not understanding the value of a plan-book.				
102. Enlisting parent aid for activities such as trips, making costumes for a play, or class mother.				
103. Being required to grade on a curve.				
104. Working with overly dependent children.				
105. Bothered by feelings of loneliness.				
106. Having difficulty with oral communication.				
107. Planning segments of work for a week or longer				
108. Having a distaste for grading papers.				
109. Being afraid of some of my students.				
110. Bright students make me feel uncomfortable.				
111. Unable to maintain pupil interest.				
112. Lacking know-how for pupil-teacher planning.				
113. Having trouble controlling class.				
114. Inability to keep up professionally in my field.				
115. Not being prepared to teach under newer instructional organization (e.g., team teaching)				
116. Having difficulty organizing my work.				
117. Feeling nervous when supervised.				

APPENDIX B

TABLE OF THIRTY-TWO PROBLEMS OF BEGINNING ELEMENTARY AND JUNIOR HIGH TEACHERS [a,b]

Problem Order by Weight	Problem Statement
1.	Handling the constantly disrupting child.
2.	Students not willing to work.
3.	Not knowing how to deal with reading problems.
4.	Helping a student with a destructive home situation.
5.	Not knowing what to do with students who finish early.
6.	Having a distaste for grading papers.
7.5.	Having children maintain quiet while working independently.
7.5.	Integrating the isolated disliked child.
9.	Having students see relationships between undesirable behavior and the consequences.
10.	Differentiating instruction among the slow, average and gifted children in class.
11.	Finding films and film strips related to the areas being studied.
12.	Getting their parents to take an interest in their children's behavior.
13.5.	Handling children's aggressive behavior toward one another.
13.5.	Having work for some children while I am working with other groups or individuals.
15.5.	Finding appropriate reading materials for readers one or more years below grade level.
15.5.	Discussing with parents their children's problems.

Problem Order by Weight	Problem Statement
17.5.	Lacking enthusiasm for a subject.
17.5.	Telling parents that their children have problems.
19.	Feeling uncomfortable about giving failing grades.
20.	Needing help in selecting instructional materials.
21.5.	Getting students to do homework.
21.5.	Judging children's progress in terms of my aims and purposes.
23.	Involving many of the children in group discussions.
24.	Feeling nervous when supervised.
25.	Unhappy with routine classroom bookkeeping.
26.	Relating the subject meaningfully to children.
27.5.	Talking with parents I wish to contact.
27.5.	Involving pupils in self-evaluation.
29.5.	Being impatient with my students.
29.5.	Being able to prepare classroom tests that are valid.
31.	Having trouble interpreting children's capabilities to parents.
32.	Not knowing how to evaluate my objectives.

[a] These problems are from the study The Analysis and Simulation of Problems of Beginning Teachers by Cruickshank and Broadbent.

[b] $p < .01$

APPENDIX C

Grade taught_____

My Biggest Problem Today Inventory

I. The school incident which caused me the greatest concern today happened as follows: (Describe the incident in as much detail as possible. Attach additional pages if you wish. The more specific detail the better.)

II. To me, this problem was (circle one numeral for each part below)

a.	Normal (all in the course of a day's work)	1	2	3	4	5	6	Abnormal (hardly ever happened in my memory to me or others)
b.	Simple (easy to understand how and why it happened)	1	2	3	4	5	6	Complex (extremely difficult to understand how and why the problem arose)
c.	Solvable (capable of being solved quite readily)	1	2	3	4	5	6	Insolvable (defies solution)
d.	Slightly Frustrating (bothered me but not severely)	1	2	3	4	5	6	Extremely Upsetting (disturbed me to the point or mental or physical exhaustion)

III. Continued on back (OVER)----------(OVER)----------(OVER)----------(OVER)

III. I believe the problem described hereon fundamentally may be placed in the following category of problems. (Check one.)

_____ Seems to be a planning problem.

_____ Seems to be a teaching or methodology problem.

_____ Seems to be a student behavior problem.

_____ Seems to be a parent relationship problem.

_____ Seems to be a personal problem.

_____ Seems to be a teacher or administrator relationship problem.

_____ Seems to be an evaluation problem.

_____ Other (indicate some other category please)_____

_____

APPENDIX D

TEACHER PROBLEM INVENTORY

NDEA ADVANCED INSTITUTE FOR
STUDY OF DISADVANTAGED YOUTH
THE UNIVERSITY OF TENNESSEE

Donald R. Cruickshank, Director

James R. Leonard, Sr., Research Associate

SCHOOL_____ CITY_____STATE_____

Grade or approximate grade equivalent (K-6). _____

Years of classroom teaching. _____ Years of classroom teaching experience with "disadvantaged youth." _____ Class size. _____ Number of children in your class by race or nationality: Mexican _____ White _____ Negro _____ Puerto Rican _____ Other _____

The problems listed below are those which have been reported by teachers working in inner-city schools with so-called "disadvantaged youth." Some of the statements may reflect problems that you face in your daily duties. Please place an X in the most appropriate box for each problem statement listed below as it applies to your experience. Two responses are needed for each item.

The first response is related to the frequency of occurrence of the problem. An example using problem statement 1 follows:

If you find this problem occurs often -- Place an X in Column 1.
If you find this problem occurs occasionally -- Place an X in Column 2.
If you find this problem never occurs -- Place an X in Column 3.

The second response you should make refers to the severity of the problem:

If you consider the problem serious -- Place an X in Column 4.
If you consider the problem minor -- Place an X in Column 5.
If you do not consider the statement reflects a problem -- Place an X in Column 6.

In summary, we ask you to consider both the frequency of occurrence of the problem and its severity by placing X's in 2 of the 6 available columns.

	Frequency of Problem			Severity of Problem		
	OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
1. Having trouble eliminating repeated child absences or tardiness.						
2. Parents instructing children to disobey certain school rules or instructions.						
3. Student attempting to cause trouble between teacher and parent by lying about one to the other.						
4. Performing outside class duties (e.g., hall monitor, lunch supervision, etc.).						
5. Audio-visual equipment either not available or not functioning properly.						
6. Handling excessively large classes.						
7. Having enough time to use the school library when needed.						
8. Children "withdrawing" after being corrected.						
9. Parents totally supporting the child and placing all responsibility for child's conduct on teacher and school.						
10. Children arriving at school wet or staying at home because of inclimate weather.						
11. Knowing what to do with children who come to school without lunch or without lunch money.						
12. Children associating with other children who are a poor influence.						
13. Helping a child who comes from a disruptive or broken home.						
14. Lacking administrative support when handling discipline problems.						
15. Dealing with the child who is upset by some home incident before coming to school.						
16. Knowing what to do about children who have been mistreated at home.						
17. Helping a child with social adjustment problems.						
18. Special class teachers not reporting for scheduled lessons with my children.						
19. Having to do work assigned to a teacher aide.						
20. Having no lunchroom space except in the classroom for those students who eat at school.						
21. Teachers using students from my class to run errands without my knowledge.						
22. Parents requesting children to be excused from school for inadequate reasons. (To pay bills, to baby-sit, to go on a trip.)						

	Frequency of Problem			Severity of Problem		
	OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
23. Children receiving improper medical treatment from parents (e.g., overdosage of medicime).						
24. Having only poor textbooks available for teaching some subject.						
25. Having to take care of other teachers' children when substitutes are unavailable.						
26. Helping children who do not have adequate clothing.						
27. Helping children who miss class work because of extracurricular activities.						
28. Getting parents to cooperate on such matters as children's appearance, cleanliness, attendance, discipline, etc.						
29. Too much emphasis on grades by parents and students.						
30. Explaining to parents that their children have serious school-related problems.						
31. Pupils not reacting normally when supervisor is present.						
32. Dealing with children who bring pornographic literature to school.						
33. Children urinating purposely on another child or upon the floor.						
34. Students misbehaving when left unsupervised for short periods of time.						
35. Handling an only child who expects the same special privileges at school as he has at home.						
36. Helping children not willing to eat new foods.						
37. Handling discipline problems or disturbance caused by children not in my class.						
38. Children not eating lunch unless it is prepared exactly as prepared at home.						
39. Teaching children to share school equipment.						
40. Younger child trying to follow older brother or sister to class.						
41. Teachers having to act as a baby-sitter for parents when parents are unable to take care of them.						
42. Dealing with children who leave school or class without permission.						
43. Helping children who are afraid to leave school because they fear bodily harm by others.						

	Frequency of Problem			Severity of Problem		
	OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
44. Dealing with students who feel that stealing is acceptable.						
45. Students being impolite to adults in class such as teacher aide, student teacher.						
46. Finding satisfactory methods of disciplining children.						
47. Eliminating cheating, lying, or stealing.						
48. Not knowing what to do when children use improper language, stories, or behavior.						
49. Maintaining order while class is moving in halls.						
50. Controlling large combined groups or classes of children.						
51. Helping the child who daydreams most of the time.						
52. Involving most students in class discussions (e.g., not permitting one student to dominate the discussion).						
53. Getting children to do their own work.						
54. Children refusing or otherwise finding ways to get out of doing class work.						
55. Children being unresponsive to visiting speakers.						
56. Handling problems caused by younger children imitating fads of older children.						
57. Dealing with children who feel that teachers are against them.						
58. Dealing with children who want attention and will do anything to get it.						
59. Handling the problem of children discussing other teachers unfavorably.						
60. Transfer children creating a disproportional amount of discipline problems.						
61. Difficulty of student or substitute teacher maintaining class control when teacher is absent.						
62. Helping children work independently.						
63. Students eating or chewing gum in class.						
64. Dealing with children who fake illness to escape punishment or to avoid school work.						
65. Helping children to line up properly.						

	Frequency of Problem			Severity of Problem		
	OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
66. Children bringing outside arguments to school.						
67. Helping emotionally retarded children.						
68. Reaching children who have learned to be afraid of adults.						
69. Handling students who want to plan disciplinarian for the rest of the class.						
70. Dealing with classroom interruptions and disruptions of the normal schedule.						
71. Helping children keep track of their school supplies and personal possessions.						
72. Helping children settle down to work when they arrive in the morning or after transfer from another classroom.						
73. Helping children overcome sensitivity to physical handicaps.						
74. Dealing with attachment by child to teacher as a result of rejection and/or lack of affection at home.						
75. Dealing with student who rejects all help offered and all friends.						
76. Dealing with children who are extremely nervous or hypersensitive.						
77. Handling problems that have racial overtones.						
78. Getting children to take notes home to parents.						
79. Getting children to keep clean and to take an interest in their personal appearance.						
80. Dealing with pupils who do damage to teacher or school property as a means of striking out at authority.						
81. Child becoming very upset when he does not perform up to peer group expectations (e.g., playing games in gym).						
82. Dealing with children who do not care if they receive poor grades.						
(You have earned our thanks already. We know you are very tired.)						
83. Dealing with children who are destructive of other students' property.						
84. Students who do work slowly in order to avoid additional work assigned to those finishing early.						

		Frequency of Problem			Severity of Problem		
		OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
85.	Children being distracted on playground by older children.						
86.	Almost inaccessible restroom facilities for children.						
87.	Not receiving adequate information about school policies, practices, or events (e.g., fire drills, reports, assembly meetings).						
88.	Handling children who won't obey teacher directions or orders.						
89.	Helping children who have language difficulty (non-English speaking or other).						
90.	Having difficulty explaining material to children so that they understand.						
91.	Dealing with children who smoke at a very early age.						
92.	Lack of materials in the home available to children for doing their homework or school work (e.g., pencil, paper).						
93.	Lack of appropriate reading materials in the home.						
94.	Dealing with parents not interested in their children's classwork.						
95.	Having difficulty contacting parents and/or scheduling conferences.						
96.	Children trying to buy the friendship of their classmates.						
97.	Handling child illnesses such as vomitting in classroom.						
98.	Students throwing or shooting objects in class.						
99.	Preventing one student from causing another student physical harm.						
100.	Helping children who suffer from overcrowded, cramped home conditions (e.g., lack of space for study, poor sleeping arrangements).						
101.	Dealing with children who have limited or unsatisfactory experiences outside school.						
102.	Dealing with children who have limited vocabulary and speech patterns.						
103.	Helping children overcome fear of trying something new.						
104.	Spending time giving medicine to sick children as per parental instructions.						
105.	Children copying misbehavior or inattentiveness of another child.						

	Frequency of Problem			Severity of Problem		
	OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
106. Finding destruction or mistreatment of room property.						
107. Dealing with a child who rebels against the teacher.						
108. Getting students to do homework and classwork properly.						
109. Handling children who experience tantrums.						
110. Dealing with children who deliberately try to upset the teacher by misbehaving.						
111. Working with children with reading difficulties.						
112. Inability of children to express in writing what they can express orally.						
113. Dealing with a constantly disruptive child.						
114. Controlling children who physically assault the teacher.						
115. Controlling outbursts of fighting, aggressiveness, or over-competitiveness.						
116. Handling uncontrolled crying by children.						
117. Students not paying attention during assembly and creating discipline problems.						
118. Working with children who become frustrated and destroy their work or school equipment.						
119. Having burglarized classroom.						
120. Child hitting another for no obvious reason.						
121. Inability of children in differentiating between fact and fantasy.						
122. Overcoming half-truths or misconceptions fostered by parental influence.						
123. Getting students to use good manners when eating.						
124. Children misbehaving when they go alone to the lavatory or to another class.						
125. Dealing with children who don't listen to, remember, and follow instructions (tests, homework, etc.).						
126. Helping the class to maintain composure under unusual circumstances (fire drills, visitors in class, accidents).						
127. Helping the class to accept children who are different (e.g., clothing, lack of money, ethnic background).						

	Frequency of Problem			Severity of Problem		
	OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
128. Helping children unprepared for grade level work due to poor teaching methods in early grades.						
129. Knowing how to use instructional equipment (e.g., projector, tape recorder, etc.).						
130. Locating and obtaining needed instructional equipment.						
131. Helping children to understand and practice acceptable classroom behavior.						
132. Finding methods to reduce restlessness during inclement weather.						
133. Students misbehaving on field trips.						
(If you have reached this point in the questionnaire, you get a B.)						
134. Differentiating instruction among slow, average and gifted children.						
135. Handling problems of sexual promiscuity or overt sexual expression.						
136. Child remaining upset for extended period of time after classroom accidents.						
137. Finding time for individual instruction.						
138. Finding a variety of adequate instructional methods.						
139. Being patient or remaining impartial when working with certain children.						
140. Feeling uncomfortable about administering, analyzing, and understanding standardized tests.						
141. Feeling uncomfortable about teaching certain subjects.						
142. Unable to complete classwork scheduled for the day.						
143. Knowing how to have successful parent conferences or to establish successful relations with parents.						
144. Handling the problem of one teacher criticizing another teacher in front of pupils.						
145. Being too tired to operate efficiently.						
146. Finding it difficult to resume effective teaching after being absent or after holiday breaks.						
147. Being asked to perform tasks usually classified as "professional" duties (e.g., filling out survey reports as this one).						

	Frequency of Problem			Severity of Problem		
	OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
148. Receiving little cooperation from substitute teachers during team teaching assignments.						
149. Helping children who are unable to control bowel function.						
150. Children coming to school without proper food or sleep.						
151. Children reading library books or drawing during a teaching period.						
152. Being unable to help children who need dental or medical attention.						
153. Helping the epileptic child.						
154. Helping mentally retarded children.						
155. Determining whether students who claim they are ill are telling the truth.						
156. Administration of standardized test upsetting to students.						
157. Children messing their clothing and work area when using art materials.						
158. Knowing what to do with children who expect unusual favors including gifts.						
159. Handling children who are over-demanding of the teacher's attention.						
160. Helping children who are afraid of failure.						
161. Finding ways to encourage cooperation within the classroom.						
162. Integrating the isolated child.						
163. Reaching the apathetic child.						
164. Helping a child realize his own capabilities and limitations. (We are raising your grade to B+. Keep up the good work.)						
165. Pupil being reluctant to talk with teacher concerning problems.						
166. Not knowing all the children's names when team teaching.						
167. Child bringing dangerous weapons to school.						
168. Difficulty understanding attitudes and values of the child.						
169. Finding methods for teaching children who are immature, lacking in experience, or who have low ability.						

	Frequency of Problem			Severity of Problem		
	OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
170. Dealing with children not motivated to work.						
171. Finding difficulty handling classroom, clerical and maintenance work.						
172. Having children do independent or group work quietly.						
173. Disappointed with teaching methods used by other teachers who come in contact with children during the day.						
174. Helping students who are inconsiderate of others.						
175. Dealing with problems created when it is necessary to change the seating arrangement.						
176. Dealing with an over-possessive child who demands more than his share (e.g., food, paper, toys, and other material things).						
177. Not knowing what to do with children who are excluded from special classes, such as reading, speech, gym, or library.						
178. Planning enough interesting work to prevent overall classroom restlessness or discipline problems.						
179. Finding appropriate instructional materials and situations that deal with the child's background.						
180. Dealing with parents who won't respond to teacher or school notes, messages or report cards.						
181. Handling implied or real threats from parents.						
182. Dealing with parents who come to school intoxicated.						
183. Having homework done by someone other than the child to which it was assigned (parent, older brother or sister).						
184. Helping parents who say that they can't control their children at home.						

(Thank you. A-plus. What you have done will help many colleges to prepare better teachers.)

APPENDIX E

TABLE OF NINETY-SIX PROBLEMS OF INNER-CITY ELEMENTARY TEACHERS[a,b]

PROBLEM STATEMENT	Column 1 Frequency x^2	Column 2 Severity x^2	Column 3 Both
1. Having trouble eliminating repeated child absences or tardiness.....	53.14	41.19	X
2. Audio-visual equipment either not available or not functioning properly.....	9.72		
3. Children arriving at school wet or staying home because of inclement weather.....	57.35	31.28	X
4. Children associating with other children who are a poor influence.....	41.64	46.40	X
5. Helping a child who comes from a disruptive or broken home.....	77.41	88.21	X
6. Dealing with the child who is upset by some home incident before coming to school.....	58.37	57.17	X
7. Knowing what to do about children who have been mistreated at home.....	11.64	14.90	X
8. Helping a child with social adjustment problems.....	82.38	73.41	X
9. Helping children who do not have adequate clothing.....	18.56		
10. Getting parents to cooperate on such matters as children's appearance, cleanliness, attendance, discipline, etc....	53.13	36.90	X
11. Explaining to parents that their children have serious school-related problems.....	28.06	30.71	X

PROBLEM STATEMENT	Column 1 Frequency x^2	Column 2 Severity x^2	Column 3 Both
12. Students misbehaving when left unsupervised for short periods of time.....	54.36	45.08	X
13. Handling discipline problems or disturbance caused by children not in my class.....	32.84	20.45	X
14. Teaching children to share equipment.....	11.21	23.11	X
15. Helping children who are afraid to leave school because they fear bodily harm by others.....	29.46	14.35	X
16. Finding satisfactory methods of disciplining children.....	40.21	37.40	X
17. Eliminating cheating, lying, or stealing.....	43.94	48.22	X
18. Maintaining order while class is moving in halls.....	13.72	12.03	X
19. Helping the child who daydreams most of the time.....	35.16	26.40	X
20. Involving most students in class discussions (e.g., not permitting one student to dominate the discussion).....	16.06	18.63	X
21. Getting children to do their own work.....	64.28	50.15	X
22. Children refusing or otherwise finding ways to get out of doing class work.....	45.45	25.89	X
23. Dealing with children who feel that teachers are against them.....	16.19*		
24. Dealing with children who want attention and will do anything to get it.....	64.74	66.90	X
25. Helping children work independently.....	51.15	26.44	X

PROBLEM STATEMENT	Column 1 Frequency x^2	Column 2 Severity x^2	Column 3 Both
26. Students eating or chewing gum in class.....	48.23	15.49	X
27. Dealing with children who fake illness to escape punishment or to avoid school work.	13.89	13.29	X
28. Helping children to line up properly.....	15.17	10.05	X
29. Helping emotionally retarded children.....		31.35	
30. Handling students who want to play disciplinarian for the rest of the class.....	13.34	20.54	X
31. Dealing with classroom interruptions and disruptions of the normal schedule.....	59.04	26.83	X
32. Helping children keep track of their school supplies and personal possessions.....	56.07	20.29	X
33. Helping children settle down to work when they arrice in the morning or after transfer from another classroom.....	13.54	15.88	X
34. Dealing with attachment by child to a teacher as a result of rejection and/or lack of affection at home.....	13.87	9.35	X
35. Dealing with children who are extremely nervous or hypersensitive.....	22.72	35.77	X
36. Getting children to keep clean and to take an interest in their personal appearance.	46.99	40.83	X
37. Child becoming very upset when he does not perform up to peer group expectations (e.g., playing games in gym).	23.96	12.15	X
38. Dealing with children who do not care if they receive poor grades.....	43.92	64.61	X

PROBLEM STATEMENT	Column 1 Frequency x^2	Column 2 Severity x^2	Column 3 Both
39. Dealing with children who are destructive of other students' property.....	34.78	34.98	X
40. Handling children who won't obey teacher directions or orders.....	34.64	27.56	X
41. Lack of materials in the home available to children for doing their homework or school work (e.g., pencil, paper)...	64.95	51.64	X
42. Lack of appropriate reading materials in the home.....	187.44	135.99	X
43. Dealing with parents not interested in their children's classwork.....	57.31	81.01	X
44. Having difficulty contacting parents and/or scheduling conferences.....	53.67	72.24	X
45. Handling child illnesses such as vomiting in classroom.....	28.03		
46. Students throwing or shooting objects in class.....	27.00	29.75	X
47. Preventing one student from causing another student physical harm.....	22.62	11.78	X
48. Helping children who suffer from overcrowded, cramped home conditions (e.g., lack of space for study, poor sleeping arrangements).....	20.69	36.23	X
49. Dealing with children who are limited or unsatisfactory....	91.03	85.11	X
50. Dealing with children who have limited vocabulary and speech patterns.....	132.48	111.22	X
51. Helping children overcome fear of trying something new.	10.27	12.13	X

PROBLEM STATEMENT	Column 1 Frequency x^2	Column 2 Severity x^2	Column 3 Both
52. Children copying misbehavior or inattentiveness of another child.....	28.22	31.52	X
53. Dealing with a child who rebels against the teacher...	19.26	16.70	X
54. Getting students to do homework and classwork properly..	57.76	55.16	X
55. Dealing with children who deliberately try to upset the teacher by misbehaving.....	24.47	26.15	X
56. Working with children with reading difficulties.....	149.94	109.88	X
57. Inability of children to express in writing what they can express orally.....	99.66	70.70	X
58. Dealing with a constantly disruptive child.....	33.90	58.44	X
59. Controlling outbursts of fighting, aggressiveness, or over-competitiveness.....	14.20	12.67	X
60. Students not paying attention during assembly and creating discipline problems.....	12.41	15.49	X
61. Working with children who become frustrated and destroy their work or school equipment	12.41		
62. Child hitting another for no obvious reason.....	39.75	42.68	X
63. Inability of children in differentiating between fact and fantasy.....	15.83	15.14	X
64. Overcoming half-truths or misconceptions fostered by parental influence.....	16.08	10.23	X
65. Getting students to use good manners when eating.....	16.10		

PROBLEM STATEMENT	Column 1 Frequency x^2	Column 2 Severity x^2	Column 3 Both
66. Children misbehaving when they go alone to the lavatory or to another class.....	34.45	32.72	X
67. Dealing with children who don't listen, rememmember, and follow instructions (tests, homework, etc.).....	125.19	114.36	X
68. Helping the class to maintain composure under unusual circumstances (fire drills, visitors in class, accidents)	32.79	20.39	X
69. Helping children unprepared for grade level work due to poor teaching methods in early grades.....	13.75	21.69	X
70. Helping children to understand and practice acceptable classroom behavior.....	52.58	25.10	X
71. Finding methods to reduce restlessness during inclement weather.....		17.70	
72. Finding time for individual instruction.....	88.90	79.75	X
73. Unable to complete classwork scheduled for the day.....	39.48	23.27	X
74. Being too tired to operate efficiently.....	21.93		
75. Being asked to perform tasks usually classified as "professional" duties (e.g., filling out survey reports)..	14.15		
76. Children coming to school without proper food or sleep.	72.82	88.21	X
77. Children reading library books or drawing during a teaching period.....	14.45		
78. Determining whether students who claim they are ill are telling the truth.....	19.80	22.78	X

PROBLEM STATEMENT	Column 1 Frequency x^2	Column 2 Severity x^2	Column 3 Both
79. Children messing their clothing and work area when using art materials.....	13.40		
80. Handling children who are overdemanding of the teacher's attention.....	32.00	18.47	X
81. Helping children who are afraid of failure.....	19.87	9.86	X
82. Finding ways to encourage cooperation within the classroom.....	26.46	17.24	X
83. Integrating the isolated child.....	32.83	10.60	X
84. Reaching the apathetic child.	10.99		
85. Helping a child realize his own capabilities and limitations.....	47.80	30.44	X
86. Pupil being reluctant to talk with teacher concerning problems.....	16.88	15.81	X
87. Difficulty understanding attitudes and values of the child.....	22.64		
88. Finding methods for teaching children who are immature, lacking in experience, or who have low ability.....	45.63	46.90	X
89. Dealing with children not motivated to work.....	79.31	76.44	X
90. Having children do independent or group work quietly...	28.76	10.02	X
91. Helping students who are inconsiderate of others.....	39.63	24.49	X
92. Dealing with problems created when it is necessary to make seating changes.....	11.20		

PROBLEM STATEMENT	Column 1 Frequency x^2	Column 2 Severity x^2	Column 3 Both
93. Dealing with an over-possessive child who demands more than his share (e.g., food, paper, toys and other material things).....	13.88	9.56	X
94. Finding appropriate instructional materials and situations that deal with the child's background.....	11.16		
95. Dealing with parents who won't respond to teacher or school notes, messages or report cards.....	14.14	27.39	X
96. Helping parents who say that they can't control their children at home.....	9.73	12.79	X

[a]These problems are from the study The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools by Cruickshank and Leonard.

[b]$x^2 = 9.21$ ($df = 2$; $p < .01$)

APPENDIX F

TABLE OF FORTY-FIVE PROBLEMS REPORTED BY MORE THAN ONE-THIRD OF INNER-CITY ELEMENTARY TEACHERS [a, b]

PROBLEM STATEMENT	Percentage Reported by Frequency 1	Rank Order by Frequency 2	Percentage Reported by Severity 3	Rank Order by Severity 4	Occurring in Frequency and Severity 5
1. Lack of appropriate reading materials in the home.	73.9	1	72.1	1	X
2. Working with children with reading difficulties.	67.6	2	67.6	2	X
3. Dealing with children who have limited vocabulary and speech patterns.	60.6	3	63.8	3	X
4. Inability of children to express in writing what they can express orally.	57.5	4	57.5	9	X
5. Dealing with children who don't listen to, remember, and follow instructions (tests, homework, etc.).	55.8	5	59.6	6	X
6. Finding time for individual instruction.	51.2	6	59.9	5	X
7. Lack of materials in the home available to children for doing their homework or school work (e.g., pencil, paper).	49.5	7	51.2	15	X
8. Dealing with children who have limited or unsatisfactory experiences outside school.	48.8	8	56.4	10	X
9. Dealing with parents not interested in their children's classwork.	46.3	9	61.3	4	X
10. Helping a child who comes from a disruptive or broken home.	46.0	10	58.9	7	X
11. Helping a child with social adjustment problems.	39.0	11	47.4	18	X
12. Having difficulty contacting parents and/or scheduling conferences.	38.7	12.5	53.3	13	X

PROBLEM STATEMENT	Percentage Reported by Frequency 1	Rank Order by Frequency 2	Percentage Reported by Severity 3	Rank Order by Severity 4	Occurring in Frequency and Severity 5
13. Children coming to school without proper food or sleep.	38.7	12.5	57.8	8	X
14. Helping children keep track of their school supplies and personal possessions.	38.3	14			
15. Dealing with children not motivated to work.	36.6	15	52.3	14	X
16. Getting students to do homework and classwork properly.	36.2	17	40.4	28	X
17. Finding methods for teaching children who are immature, lacking in experience, or who have low ability.	36.2	17	49.8	16	X
18. Helping children work independently.	36.2	17			
19. Finding satisfactory methods for disciplining children.	35.2	20	42.5	24	X
20. Dealing with a constantly disruptive child.	35.2	20	54.7	11	X
21. Dealing with children who do not care if they receive poor grades.	35.2	20	54.0	12	X
22. Dealing with classroon interruptions and disruptions of the normal schedule.	34.5	22			
23. Dealing with children who want attention and will do anything to get it.	34.1	23	49.5	17	X
24. Getting children to do their own work.	33.4	24	34.1	40.5	X
25. Helping children who suffer from overcrowded, cramped home conditions (e.g., lack of space for study, poor sleeping arrangements)			47.9	19	
26. Helping emotionally retarded children.			47.0	20	

PROBLEM STATEMENT	Percentage Reported by Frequency 1	Rank Order by Frequency 2	Percentage Reported by Severity 3	Rank Order by Severity 4	Occurring in Frequency and Severity 5
27. Eliminating cheating, lying, or stealing.			46.3	21	
28. Dealing with children who are extremely nervous or hypersensitive.			44.9	22	
29. Dealing with parents who won't respond to teacher or school notes, messages or report cards.			44.6	23	
30. Children associating with other children who are poor influences.			41.8	25.5	
31. Helping children unprepared for grade level work due to poor teaching methods in early grades.			41.8	25.5	
32. Dealing with children who deliberately try to upset the teacher by misbehaving.			40.8	27	
33. Getting parents to cooperate on such matters as children's appearance, cleanliness, attendance, discipline, etc.			39.0	29	
34. Dealing with children who are destructive of other children's property.			37.6	30.5	
35. Dealing with the child who is upset by some home incident before coming to school.			37.6	30.5	
36. Helping a child realize his own capabilities and limitations.			37.3	32.5	
37. Dealing with a child who rebels against the teacher.			37.3	32.5	
38. Knowing what to do about children who have been mistreated at home.			36.9	35	
39. Helping parents who say that they can't control their children at home.			36.9	35	

PROBLEM STATEMENT	Percentage Reported by Frequency 1	Rank Order by Frequency 2	Percentage Reported by Severity 3	Rank Order by Severity 4	Occurring in Frequency and Severity 5
40. Getting children to keep clean and to take an interest in their personal appearance.			36.9	35	
41. Handling children who won't obey teacher directions or orders.			36.6	37	
42. Child hitting another for no obvious reason.			35.5	38	
43. Helping the child who daydreams most of the time.			35.2	39	
44. Students misbehaving when left unsupervised for short periods of time.			34.1	40.5	
45. Children refusing or otherwise finding ways to get out of doing classwork.			33.4	42	

[a]These problems are from the study The Identification and Analysis of Perceived Problems of Teachers in Inner-City Schools by Cruickshank and Leonard.

[b]$p < .01$

APPENDIX G

TEN ITEMS ADDED TO THE TPI FOR ITS USE IN A STUDY OF PROBLEMS OF TEACHERS SERVING RURAL DISADVANTAGED POPULATIONS

	Frequency of Problem			Severity of Problem		
	OFTEN 1	OCCASIONALLY 2	NEVER 3	SERIOUS 4	MINOR 5	NO PROBLEM 6
1. Finding adequate testing devices--testing situation (seating arrangement).						
2. Difficulty in access to student records.						
3. Insufficient time to complete grading of papers, lesson plans.						
4. Administration and teacher disagreements over methods of teaching a subject area such as English.						
5. Getting help for children who have head lice.						
6. Students sleeping in class as a result of watching late shows on TV.						
7. The teacher feeling embarrassed when students make fun of pronunciation of words in class when they do not match the comments on a record.						
8. Allowing teacher aids to administer standardized test when they do not understand or know how.						
9. Teacher defending the principal when another teacher is complaining about his behavior.						
10. Finding satisfactory methods of grading students without using A, B, C, D, or F, in order to avoid competition among students.						

APPENDIX H

TABLE OF SEVENTY-EIGHT PROBLEMS OF ELEMENTARY TEACHERS SERVING RURAL DISADVANTAGED POPULATIONS [a, b]

Item on TPI	Problem Statement	Column 1 Frequency X^2	Column 2 Severity X^2	Column 3 Both
1.	Having trouble eliminating repeated child absences or tardiness.	52.90	56.99	X
4.	Performing outside class duties (e.g., hall monitor, lunch supervision, etc.).	246.60	9.29	X
6.	Handling excessively large classes.	40.82	71.55	X
7.	Having enough time to use the school library when needed.	41.91	17.07	X
12.	Children associating with other children who are a poor influence.	22.96	22.67	X
13.	Helping a child who comes from a disruptive or broken home.	151.57	170.02	X
15.	Dealing with the child who is upset by some home incident before coming to school.	67.03	21.92	X
16.	Knowing what to do about children who have been mistreated at home.		12.15	
17.	Helping a child with social adjustment problems.	98.74	77.16	X
22.	Parents requesting children to be excused from school for inadequate reasons (to pay bills, to baby-sit, to go on a trip).	12.54		
26.	Helping children who do not have adequate clothing.	15.35		
28.	Getting parents to cooperate on such matters as children's appearance, cleanliness, attendance, discipline, etc.	63.66	66.99	X

Item on TPI	Problem Statement	Column 1 Frequency X^2	Column 2 Severity X^2	Column 3 Both
29.	Too much emphasis on grades by parents and students.	62.92	35.44	X
30.	Explaining to parents that their children have serious school-related problems.		38.45	
34.	Students misbehaving when left unsupervised for short periods of time.	107.81	95.31	X
36.	Helping children not willing to eat new foods.		19.34	
44.	Dealing with students who feel that stealing is acceptable.		10.38	
46.	Finding satnsfactory methods of disciplining children.	32.43	17.68	X
47.	Eliminating cheating, lying or stealing.	104.84	109.70	X
49.	Maintaining order while class is moving in halls.		203.20	
51.	Helping the child who daydreams most of the time.	89.73	100.26	X
52.	Involving most students in class discussions (e.g., not permitting one student to dominate the discussion).	47.70		
53.	Getting children to do their own work.	136.90	106.31	X
54.	Children refusing or otherwise finding ways to get out of doing class work.	86.65	71.84	X
58.	Dealing with children who want attention and will do anything to get it.	97.30	93.46	X
62.	Helping children work independently.	129.22	99.83	X
63.	Students eating or chewing gum in class.	37.02		

Item on TPI	Problem Statement	Column 1 Frequency X^2	Column 2 Severity X^2	Column 3 Both
67.	Helping emotionally retarded children.	33.87	80.61	X
70.	Dealing with classroom interruptions and disruptions of the normal schedule.	59.57	23.64	X
71.	Helping children keep track of their school supplies and personal possessions.	69.96	22.49	X
72.	Helping children settle down to work when they arrive in the morning or after transfer from another classroom.	10.96		
75.	Dealing with student who rejects all help offered and all friends.		13.00	
76.	Dealing with children who are exremely nervous or hypersensitive.		65.64	
79.	Getting children to keep clean and to take an interest in their personal appearance.		73.59	
82.	Dealing with children who do not care if they receive poor grades.	186.95	335.61	X
83.	Dealing with children who are destructive to other students' property.	37.84	31.76	X
88.	Handling children who won't obey teacher directions or orders.	18.49	14.02	X
89.	Helping children who have language difficulty (non-English speaking or other).		27.95	
90.	Having difficulty explaining material to children so that they understand.	31.04	30.77	X
92.	Lack of materials in the home available to children for doing their homework or school work (e.g., pencil, paper).	150.11	113.72	X
93.	Lack of appropriate reading materials in the home.	603.48	95.82	X

Item on TPI	Problem Statement	Column 1 Frequency X^2	Column 2 Severity X^2	Column 3 Both
94.	Dealing with parents not interested in their children's classwork.	150.92	241.79	X
95.	Having difficulty contacting parents and/or scheduling conferences.	51.51	49.76	X
100.	Helping children who suffer from overcrowded, cramped home conditions (e.g., lack of space for study, poor sleeping arrangements).	66.55	113.72	X
101.	Dealing with children who have limited or unsatisfactory experiences outside school.	225.42	246.77	X
102.	Dealing with children who have limited vocabulary and speech patterns.	409.02	370.09	X
103.	Helping children overcome fear of trying something new.	41.12	39.36	X
108.	Getting students to do homework and classwork properly.	132.95	131.43	X
111.	Working with children with reading difficulties.	805.85	711.14	X
112.	Inability of children to express in writing what they can express orally.	516.68	391.27	X
113.	Dealing with a constantly disruptive child.	22.45	88.08	X
114.	Controlling children who physically assault the teacher.	397.38	265.09	X
123.	Getting students to use good manners when eating.	132.95	74.04	X
124.	Children misbehaving when they go alone to the lavatory or to another class.	51.94	58.28	X
125.	Dealing with children who don't listen to, remember, and follow instructions (tests, homework, etc.).	117.48	232.91	X

Item on TPI	Problem Statement	Column 1 Frequency X^2	Column 2 Severity X^2	Column 3 Both
128.	Helping children unprepared for grade level work due to poor teaching methods in early grades.	54.02	147.8	X
131.	Helping children to understand and practice acceptable classroom behavior.	54.47		
132.	Finding methods to reduce restlessness during inclement weather.	45.00		
134.	Differentiating instruction among slow, average, and gifted children.	101.44	71.90	X
137.	Finding time for individual instruction.	468.87	378.35	X
138.	Finding a variety of adequate instructional methods.	22.78	25.88	X
142.	Unable to complete classwork scheduled for the day.	37.68		
150.	Children coming to school without proper food or sleep.	118.96	161.90	X
152.	Being unable to help children who need dental or medical attention.		23.31	
154.	Helping mentally retarded children.		75.21	
160.	Helping children who are afraid of failure.		14.99	
162.	Integrating the isolated child.		23.04	
163.	Reaching the apathetic child.		25.29	
164.	Helping a child realize his own capabilities and limitations.	113.33	96.10	X
165.	Pupil being reluctant to talk with teacher concerning problems.	16.50	20.29	X
168.	Difficulty understanding attitudes and values of the child.	66.69	42.28	X

Item on TPI	Problem Statement	Column 1 Frequency X^2	Column 2 Severity X^2	Column 3 Both
169.	Finding methods for teaching children who are immature, lacking in experience, or who have low ability.	217.93	282.00	X
170.	Dealing with children not motivated to work.	247.23	274.67	X
172.	Having children do independent or group work quietly.	49.24		
179.	Finding appropriate instructional materials and situations that deal with the child's background.	34.80	39.45	X
180.	Dealing with parents who won't respond to teacher or school notes, messages or report cards.		25.89	
187.	Insufficient time to complete grading of papers, lesson plans.	41.70	20.91	X
194.	Finding satisfactory methods of grading students without using A, B, C, D, or F, in order to avoid competition among students.	33.39		

[a]The problems are from the study Perceived Problems of Teachers in Schools Serving Rural Disadvantaged Populations and Their Comparison with Problems Reported by Inner-City Teachers, by Cruickshank, Kennedy, Leonard, and Thurman.

[b]$p < .01$

APPENDIX I

TABLE OF SIXTEEN PROBLEMS REPORTED BY MORE THAN ONE-THIRD OF ELEMENTARY TEACHERS SERVING RURAL DISADVANTAGED POPULATIONS [a, b]

PROBLEM STATEMENT	Percentage Reported by Frequency 1	Rank Order by Frequency 2	Percentage Reported by Severity 3	Rank Order by Severity 4	Occurring in Frequency and Severity 5
1. Working with children with reading difficulties.	59.9	1	65.0	1	X
2. Lack of appropriate reading materials in the home.	53.1	2	56.8	2	X
3. Inability of children to express in writing what they can express orally.	50.0	3	50.9	3.5	X
4. Finding time for individual instruction.	48.0	4	40.9	3.5	X
5. Dealing with children who don't listen to, remember, and follow instructions (tests, homework, etc.).	45.5	5	46.1	6	X
6. Dealing with children who have limited vocabulary and speech patterns.	44.4	6	49.7	5	X
7. Performing outside class duties, e.g., hall monitor, lunch supervisor, etc.	38.7	7			
8. Dealing with children who have limited or unsatisfactory experiences outside school.	35.6	8	43.8	9	X
9. Dealing with children not motivated to work.	34.5	9	47.8	7	X
10. Finding methods for teaching children who are immature, lacking in experience, or who have low ability.	33.9	10	45.2	8	X
11. Dealing with parents not interested in their children's classwork.			43.5	10	

PROBLEM STATEMENT	Percentage Reported by Frequency 1	Rank Order by Frequency 2	Percentage Reported by Severity 3	Rank Order by Severity 4	Occuring in Frequency and Severity 5
12. Helping children unprepared for grade level work due to poor teaching methods in early grades.			37.6	11	
13. Helping a child who comes from a disruptive or broken home.			37.0	12	
14. Children coming to school without food or sleep.			35.9	13	
15. Lack of materials in the home available able to children for doing their homework or school work (e.g., pencil, paper).			34.8	14.5	
16. Helping children who suffer from overcrowded, cramped home conditions, e.g., lack of space for study.			34.8	14.5	

[a]These problems are from the study Perceived Problems of Teachers in Schools Serving Rural Disadvantaged Populations: A Comparison with Problems Reported by Inner-City Teachers by Cruickshank, Kennedy, Leonard, and Thurman.

[b]$p < .01$

APPENDIX J

TEACHER PROBLEMS CHECK LIST (TPCL)

Donald R. Cruickshank
John J. Kennedy
Betty Myers
The Ohio State University

Introduction

Problems usually arise when we have a goal and cannot achieve it. Everyone has problems, teachers included. Some problems are personal and like the problems all humans share. Other problems result from the nature of the special work of teachers.

The purpose of asking you to complete this check list is to determine what are the problems of teachers, either personal or work-related, which are (1) most frequent and (2) most bothersome.

Directions

The problems on the check list have been reported by teachers. Some of the statements may reflect problems that you encounter. In order to find that out we need your response in two ways.

Please look at the sample problem statement and one teacher's responses. You can think of the problem statement as completing the sentence, "I have a problem . . ."

SAMPLE PROBLEM STATEMENT

FREQUENT			BOTHERSOME	
YES	NO		YES	NO
	X	Knowing how to respond to a student who uses abusive language to me	X	

First, since this was not a frequent problem for this teacher, he placed an X in the NO box under FREQUENT. The teacher had to decide for himself the meaning of "FREQUENT." If you feel that a problem is frequent, it is.

Second, when this problem did occur it was personally bothersome to this teacher so he placed an X in the YES box under BOTHERSOME.

Thus, the teacher responded to this problem in two ways. IT IS VERY IMPORTANT THAT YOU RESPOND TO EVERY PROBLEM IN BOTH WAYS ALSO. Please do this by placing an X in one box of the FREQUENT column and an X in one box of the BOTHERSOME column for each problem.

When you finish you will have considered each problem in terms of both its frequency and bothersomeness. Some problems may be both frequent and bothersome, some may be frequent and not bothersome, some may be infrequent and bothersome and some may be neither frequent nor bothersome.

see other side

FORM A

TEACHER PROBLEMS CHECK LIST (TPCL)

	FREQUENT			BOTHERSOME	
	YES	NO		YES	NO
1			Maintaining order, quiet or control		
2			Preparing for and holding special school events		
3			Having all my students participate in class		
4			Explaining clearly when I teach		
5			Controlling aggressive student behavior		
6			Eliminating nonproductive competition among my students		
7			Developing and maintaining student rapport, affection and respect		
8			Knowing subject matter		
9			Helping parents to understand school practices		
10			Being awake and alert		
11			Providing for individual learning differences		
12			Learning about new methods of instruction		
13			Soliciting appropriate student behavior		
14			Having preparation time		
15			Using time for active teaching rather than for student diagnosis or evaluation		

FREQUENT			BOTHERSOME	
YES	NO		YES	NO
		16 Feeling successful and important		
		17 Having students accept my method for grading		
		18 Enjoying teaching more		
		19 Knowing how to differentiate between student learning and psychological problems		
		20 Helping students improve academically		
		21 Protecting the class and individuals from harm		
		22 Holding worthwhile conferences with parents		
		23 Clarifying my students' misconceptions		
		24 Being professional in my relationships with colleagues		
		25 Liking my students		
		26 Guiding my students to manage themselves to do the things to help them succeed in school		
		27 Maintaining student attention		
		28 Enforcing social mores and folkways such as honesty and respect for teachers		
		29 Creating interest in the topic being taught		
		30 Being as capable as my brightest student(s)		
		31 Teaching whatever is necessary notwithstanding controversial subjects		

see other side

FREQUENT			BOTHERSOME	
YES	NO		YES	NO
		32 Accepting criticism		
		33 Encouraging parental interest in school matters		
		34 Making my classroom attractive and interesting		
		35 Avoiding dependent relationships with my students		
		36 Holding worthwhile conferences with my students		
		37 Having cooperation from peers, including student teachers		
		38 Being an advocate for my students		
		39 Teaching too many students or large classes		
		40 Planning instruction in different ways and for different purposes		
		41 Getting students to use their leisure time well		
		42 Responding appropriately to improper behavior such as obscenity		
		43 Knowing and enforcing school policies and regulations		
		44 Completing the work I have planned		
		45 Getting and using anecdotal information about my students		
		46 Changing school policies and regulations		
		47 Having my students feel successful in school		

FREQUENT			BOTHERSOME	
YES	NO		YES	NO
		48 Overcoming student apathy or outright dislike		
		49 Setting objectives for individual courses		
		50 Monitoring the behavior of students outside the classroom but still in the school area		
		51 Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking		
		52 Improving conditions so that students can study better at home		
		53 Separating the effects of outside events from the classroom		
		54 Developing and maintaining rapport with parents		
		55 Having every student work up to his ability		
		56 Eliminating practices which upset my students		
		57 Knowing the names of all my students		
		58 Assessing my students' learning		
		59 Extending learning beyond the classroom		
		60 Using A-V equipment		
		61 Differentiating between tasks of teachers and teacher aides		
		62 Having confidence in my colleagues		
		63 Eliminating food from the classroom		

see other side

FREQUENT			BOTHERSOME	
YES	NO		YES	NO
		64 Overcoming anxieties related to being supervised		
		65 Understanding and accepting certain educational practices or eliminating their use		
		66 Having students present and on time for all classes, rehearsals, games etc.		
		67 Having enough free time		
		68 Promoting student self-evaluation		
		69 Being tolerant of student differences		
		70 Eliminating parental interference in my teaching		
		71 Keeping up professionally		
		72 Feeling secure and unafraid		
		73 Organizing my work and materials		
		74 Employing retribution or punishment		
		75 Helping a student adjust socially or emotionally		
		76 Seeing the use for and making lesson plans		
		77 Performing administrative functions such as administering standardized tests, scheduling and doing "paper-work"		
		78 Assisting parents having difficulty with their children		
		79 Treating all my students fairly		
		80 Avoiding duties inappropriate to my professional role		

FREQUENT			BOTHERSOME	
YES	NO		YES	NO
		81 Helping my students know and accept themselves as they are		
		82 Improving the intellectual quality of my students' homes		
		83 Helping my students feel secure and unafraid		
		84 Teaching for objectives I consider worthwhile		
		85 Keeping my students away from some things and people which may be a bad influence		
		86 Having cooperation and support from the administration		
		87 Demonstrating student growth and learning		
		88 Eliminating inappropriate student behavior		
		89 Understanding and helping the atypical child		
		90 Overcoming a student's feelings of upset or frustration with himself		
		91 Enforcing considerate treatment of property		
		92 Knowing about and having appropriate materials for learning		
		93 Having advisory and service help such as help in finding out about new instructional materials, help in ordering supplies or help in repairing A-V equipment		
		94 Avoiding teaching the poor		
		95 Developing and maintaining affiliation with my colleagues		

see other side

	FREQUENT			BOTHERSOME	
	YES	NO		YES	NO
96			Learning to use alternative methods of instruction		
97			Removing students who are sources of frustration		
98			Using group activities		
99			Handling problems which may have racial implications		
100			Controlling the physical environment of the school/classroom		
101			Having my students value school marks and grades		
102			Assisting students who have physical handicaps		
103			Telling parents that their children have problems		
104			Having personal problems affect my work		
105			Getting my students to enjoy learning for its own sake		

Please check to see that you have responded to all the problem statements. This is essential for analysis of the checklists to be possible.

APPENDIX K

TABLE OF FORTY-TWO PROBLEMS OF SECONDARY TEACHERS [a, b]

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
55	Having every student work up to his ability.....	.79[c]	.74[d]
91	Enforcing considerate treatment of property.....	.67	.47
105	Getting my students to enjoy learning for its own sake....	.65	.60
48	Overcoming student apathy or outright dislike.....	.64	.32
41	Getting students to use their leisure time well.....	.63	.59
50	Monitoring the behavior of students outside the classroom but still in the school area.....	.61	.41
88	Eliminating inappropriate student behavior.....	.61	
5	Controlling aggressive student behavior.....	.60	
97	Removing students who are sources of frustration.....	.60	
51	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.58	.56
39	Teaching too many students or large classes.....	.57	.38
1	Maintaining order, quiet or control....	.55	
3	Having all my students participate in class.....	.55	.45
14	Having preparation time.....	.55	.45
66	Having students present and on time for all classes, rehearsals, games, etc.	.55	.33
27	Maintaining student attention.....	.54	.29
11	Providing for individual learning differences.....	.53	.47
67	Having enough free time.....	.53	.41
28	Enforcing social mores and folkways such as honesty and respect for teachers	.52	.37
29	Creating interest in the topic being taught.....	.51	.34
19	Knowing how to differentiate between student learning and psychological problems	.49	

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
46	Changing school policies and regulations	.49	
47	Having my students feel successful in school	.49	.34
20	Helping students improve academically	.48	.44
26	Guiding my students to manage themselves to do the things to help them succeed in school	.48	.40
101	Having my students value school marks and grades	.48	.39
103	Telling parents that their children have problems	.48	
42	Responding appropriately to improper behavior such as obscenity	.47	
90	Overcoming a student's feelings of upset or frustration with himself	.47	
13	Soliciting appropriate student behavior	.46	
74	Employing retribution or punishment	.45	
77	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.44	
33	Encouraging parental interest in school matters	.42	.35
85	Keeping my students away from some things and people which may be a bad influence	.42	
59	Extending learning beyond the classroom		.36
68	Promoting student self-evaluation		.35
58	Assessing my students' learning		.34
40	Planning instruction in different ways and for different purposes		.31
44	Completing the work I have planned		.31
34	Making my classroom attractive and interesting		.29
81	Helping my students know and accept themselves as they are		.29
92	Knowing about and having appropriate materials for learning		.29

[a]These problems are from the study "Perceived Problems of Secondary Teachers" by Cruickshank, Kennedy, and Myers.

[b]$p < .01$

[c]proportion of teachers (N=310) who indicated that a specific problem was bothersome

[d]proportion of teachers (N=310) who indicated that a specific problem occurred frequently

APPENDIX L

TABLE OF SEVEN FREQUENCY FACTORS FOR SECONDARY TEACHERS[a,b]

Factor I: Security
Wanting to feel free from fear and anxiety.

	Item	Factor Loading
25	Liking my students	.622
8	Knowing subject matter	.558
10	Being awake and alert	.534
24	Being professional in my relationships with colleagues	.504
72	Feeling secure and unafraid	.477
30	Being as capable as my brightest student(s)	.468
37	Having cooperation from peers, including student teachers	.446
60	Using A-V equipment	.415
95	Developing and maintaining affiliation with my colleagues	.415
79	Treating all my students fairly	.413
17	Having students accept my method for grading	.375
71	Keeping up professionally	.357
86	Having cooperation and support from the administration	.357
7	Developing and maintaining student rapport, affection and respect	.352
56	Eliminating practices which upset my students	.335
43	Knowing and enforcing school policies and regulations	.333
73	Organizing my work and materials	.324
16	Feeling successful and important	.313
62	Having confidence in my colleagues	.309

Factor II: Remediation
Wanting to improve life for my students by putting right conditions both inside and outside schools.

	Item	Factor Loading
52	Improving conditions so that students can study better at home	.468
103	Telling parents that their children have problems	.447
9	Helping parents to understand school practices	.436
22	Holding worthwhile conferences with parents	.432
78	Assisting parents having difficulty with their children	.423
35	Avoiding dependent relationships with my students	.384
19	Knowing how to differentiate between student learning and psychological problems	.384
45	Getting and using anecdotal information about my students	.363
85	Keeping my students away from some things and people which may be a bad influence	.352
90	Overcoming a student's feelings of upset or frustration with himself	.329
54	Developing and maintaining rapport with parents	.315
94	Avoiding teaching the poor	.307

Factor III: Invigoration
Wanting to vitalize my students' interests in learning and improve their achievement.

	Item	Factor Loading
105*	Getting my students to enjoy learning for its own sake	.528
55*	Having every student work up to his ability	.469
20*	Helping students improve academically	.428
51*	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.413

26*	Guiding my students to manage themselves to do the things to help them succeed in school	.374
58*	Assessing my students' learning	.368
59*	Extending learning beyond the classroom	.358
47*	Having my students feel successful in school	.354
41*	Getting students to use their leisure time well	.346
68*	Promoting student self-evaluation	.343
29*	Creating interest in the topic being taught	.336
3*	Having all my students participate in class	.320
48*	Overcoming student apathy or outright dislike	.315
96*	Learning to use alternative methods of instruction	.312

Factor IV: Control
Wanting to get students to behave as I want them to behave.

	Item	Factor Loading
88	Eliminating inappropriate student behavior	.560
1	Maintaining order, quiet or control	.506
97	Removing students who are sources of frustration	.500
5	Controlling aggressive student behavior	.492
74	Employing retribution or punishment	.416
63	Eliminating food from the classroom	.360
89	Understanding and helping the atypical child	.332
42	Responding appropriately to improper behavior such as obscenity	.317
21	Protecting the class and individuals from harm	.311

Factor V: Satisfaction
Wanting to feel good about myself as a teacher.

	Item	Factor Loading

18	Enjoying teaching more	.420
64	Overcoming anxieties related to being supervised	.389
27*	Maintaining student attention	.372
7	Developing and maintaining student rapport, affection and respect	.371
32	Accepting criticism	.340
8	Knowing subject matter	.340
22	Holding worthwhile conferences with parents	.320
29*	Creating interest in the topic being taught	.306

Factor VI: Support
Wanting the understanding and sustenance of administrators and other teachers so that I can be efficient and feel professional.

Item		Factor Loading
46	Changing school policies and regulations	.480
86	Having cooperation and support from the administration	.406
18	Enjoying teaching more	.324

Factor VII: Time
Wanting time to get both professional and personal things accomplished.

Item		Factor Loading
14*	Having preparation time	.596
67*	Having enough free time	.519
92*	Knowing about and having appropriate materials for learning	.309

[a]These factors are from the study "Perceived Problems of Secondary Teachers" by Cruickshank, Kennedy and Myers.

[b]Item with asterisks (*) denote items that teachers indicated occurred most frequently.

APPENDIX M

TABLE OF SEVEN BOTHERSOMENESS FACTORS FOR SECONDARY TEACHERS[a,b]

Factor I: Efficiency
Wanting to have skills and to accomplish tasks considered essential to learning.

	Item	Factor Loading
40	Planning instruction in different ways and for different purposes	.423
73	Organizing my work and materials	.405
92	Knowing about and having appropriate materials for learning	.386
49	Setting objectives for individual courses	.382
71	Keeping up professionally	.366
14*	Having preparation time	.352
44	Completing the work I have planned	.332
60	Using A-V equipment	.329
96	Learning to use alternative methods of instruction	.326
67*	Having enough free time	.311
64	Overcoming anxieties related to being supervised	.303
58	Assessing my students' learning	.303

Factor II: Support
Wanting the understanding and sustenance of administrators and other teachers so that I can be efficient and feel professional.

	Item	Factor Loading
80	Avoiding duties inappropriate to my professional role	.495
86	Having cooperation and support from the administration	.469
46*	Changing school policies and regulations	.435
95	Developing and maintaining affiliation with my colleagues	.395

24	Being professional in my relationships with colleagues	.384
62	Having confidence in my colleagues	.354
77*	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.327
61	Differentiating between tasks of teachers and teacher aides	.312
37	Having cooperation from peers, including student teachers	.311

Factor III: Invigoration
Wanting to vitalize my students' interests in learning and improve their achievement.

	Item	Factor Loading
51*	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.542
20*	Helping students improve academically	.456
55*	Having every student work up to his ability	.450
27*	Maintaining student attention	.415
26*	Guiding my students to manage themselves to do the things to help them succeed in school	.400
29*	Creating interest in the topic being taught	.353
28*	Enforcing social mores and folkways such as honesty and respect for teachers	.349
105*	Getting my students to enjoy learning for its own sake	.331
41*	Getting students to use their leisure time well	.328
3*	Having all my students participate in class	.302

Factor IV: Control
Wanting to get students to behave as I want them to behave.

	Item	Factor Loading
5*	Controlling aggressive student behavior	.529
88*	Eliminating inappropriate student behavior	.501
1*	Maintaining order, quiet or control	.499

97*	Removing students who are sources of frustration	.472
27*	Maintaining student attention	.383
74*	Employing retribution or punishment	.382
42*	Responding appropriately to improper behavior such as obscenity	.355
91*	Enforcing considerate treatment of property	.338
13*	Soliciting appropriate student behavior	.312

Factor V: Inclusion
Wanting to establish and maintain rapport with students, other teachers, and administrators. Being interested in them and having them interested in me.

	Item	Factor Loading
24	Being professional in my relationships with colleagues	.521
7	Developing and maintaining student rapport, affection and respect	.513
16	Feeling successful and important	.459
25	Liking my students	.410
62	Having confidence in my colleagues	.350
18	Enjoying teaching more	.346
8	Knowing subject matter	.317

Factor VI: Nurturance
Wanting to help students who have problems.

	Item	Factor Loading
90*	Overcoming a student's feelings of upset or frustration with himself	.556
89	Understanding and helping the atypical child	.506
103*	Telling parents that their children have problems	.394
79	Treating all my students fairly	.386
102	Assisting students who have physical handicaps	.380

69	Being tolerant of student differences	.321
75	Helping a student adjust socially or emotionally	.315
81	Helping my students know and accept themselves as they are	.302

Factor VII: Influencing
Wanting to change the perceptions and attitudes of students and their parents toward themselves and education.

	Item	Factor Loading
52	Improving conditions so that students can study better at home	.490
33*	Encouraging parental interest in school matters	.461
82	Improving the intellectual quality of my students' homes	.414
22	Holding worthwhile conferences with parents	.394
78	Assisting parents having difficulty with their children	.380
9	Helping parents to understand school practices	.331
81	Helping my students know and accept themselves as they are	.326

[a]These factors are from the study "Perceived Problems of Secondary Teachers" by Cruickshank, Kennedy and Myers.

[b]Asterisks (*) denote items that teachers indicated were most bothersome.

APPENDIX N

FORTY PROBLEMS OF KINDERGARTEN-PRIMARY AND ELEMENTARY TEACHERS WHO ARE O.S.U. GRADUATES [a,b]

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
55	Having every student work up to his ability.....	.71[c]	.69[d]
67	Having enough free time.....	.71	.66
14	Having preparation time.....	.70	.57
5	Controlling aggressive student behavior.....	.68	
41	Getting students to use their leisure time well.....	.68	.63
88	Eliminating inappropriate student behavior.....	.66	.42
97	Removing students who are sources of frustration.....	.62	
1	Maintaining order, quiet or control....	.61	
27	Maintaining student attention.....	.57	.35
105	Getting my students to enjoy learning for its own sake....	.56	.46
74	Employing retribution or punishment..	.55	
19	Knowing how to differentiate between student learning and psychological problems	.54	.34
42	Responding appropriately to improper behavior such as obscenity	.53	
91	Enforcing considerate treatment of property.....	.53	.39
103	Telling parents that their children have problems.....	.52	
39	Teaching too many students or large classes.....	.51	.38
92	Knowing about and having appropriate materials for learning.....	.51	.43
11	Providing for individual learning differences.....	.49	.60
28	Enforcing social mores and folkways such as honesty and respect for teachers	.49	.38
90	Overcoming a student's feelings of upset or frustration with himself.....	.49	
13	Soliciting appropriate student behavior	.47	
50	Monitoring the behavior of students outside the classroom but still in the school area.....	.47	.35
89	Understanding and helping the atypical		

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
	child.....	.47	.35
48	Overcoming student apathy or outright dislike.....	.46	
51	Having my students achieve competence in basic skills such as competence in expressing themselves in both writing and speaking.....	.46	.48
26	Guiding my students to manage themselves to do the things to help them succeed in school.....	.45	.48
77	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.45	.38
3	Having all my students participate in class.....	.44	
82	Improving the intellectual quality of my students' homes..	.44	
47	Having my students feel successful in school.....	.43	
64	Overcoming anxieties related to being supervised.....	.43	
40	Planning instruction in different ways and for different purposes		.41
33	Encouraging parental interest in school matters.....		.37
96	Learning to use alternative methods of instruction.....		.37
20	Helping students improve academically..		.36
81	Helping my students know and accept themselves as they are..		.36
59	Extending learning beyond the classroom		.36
58	Assessing my students' learning.....		.35
73	Organizing my work and materials.....		.34
75	Helping a student adjust socially or emotionally.....		.34

[a]These problems are from the study "Problems of Teachers Graduated from The Ohio State University as Teacher Education Curriculum Indicators" by Myers, Cruickshank and Kennedy.

[b]$p < .01$

[c]proportion of teachers (N=194) who indicated that a specific problem was bothersome

[d]proportion of teachers (N=194) who indicated that a specific problem occurred frequently

APPENDIX O

TABLE OF THIRTY-FOUR PROBLEMS OF SECONDARY TEACHERS WHO ARE GRADUATES OF THE OHIO STATE UNIVERSITY[a,b]

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
55	Having every student work up to his ability.....	.82[c]	.74[d]
48	Overcoming student apathy or outright dislike.....	.74	.46
91	Enforcing considerate treatment of property.....	.72	.50
88	Eliminating inappropriate student behavior.....	.71	.40
97	Removing students who are sources of frustration.....	.70	
105	Getting my students to enjoy learning for its own sake....	.69	.71
27	Maintaining student attention.....	.65	.41
74	Employing retribution or punishment..	.65	
1	Maintaining order, quiet or control....	.64	.39
5	Controlling aggressive student behavior.....	.64	
28	Enforcing social mores and folkways such as honesty and respect for teachers	.63	.45
66	Having students present and on time for all classes, rehearsals, games, etc.	.63	.48
14	Having preparation time.....	.61	.52
3	Having all my students participate in class.....	.60	.56
19	Knowing how to differentiate between student learning and psychological problems.....	.59	
29	Creating interest in the topic being taught.....	.58	.49
67	Having enough free time.....	.58	.54
41	Getting students to use their leisure time well.....	.56	.56
50	Monitoring the behavior of students outside the classroom but still in the school area.....	.56	.39
39	Teaching too many students or large classes.....	.55	.46
42	Responding appropriately to improper behavior such as obscenity.....	.55	
51	Having my students achieve competence		

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
	in basic skills such as competence in expressing themselves effectively in both writing and speaking	.55	.63
11	Providing for individual learning differences.....	.52	.51
101	Having my students value school marks and grades.....	.51	.41
77	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork".....	.50	
92	Knowing about and having appropriate materials for learning.....	.50	.41
13	Soliciting appropriate student behavior	.49	
47	Having my students feel successful in schoo!.....	.48	.45
20	Helping students improve academically..		.47
59	Extending learning beyond the classroom.		.46
26	Guiding my students to manage themselves to do the things to help them succeed in school.....		.45
40	Planning instruction in different ways and for different purposes.....		.42
33	Encouraging parental interest in school matters.....		.40
58	Assessing my students' learning.....		.40

[a]These problems are from the study "Problems of Teachers Graduated from The Ohio State University as Teacher Education Curriculum Indicators" by Myers, Cruickshank and Kennedy.

[b]$p < .01$

[c]proportion of teachers (N=175) who indicated that a specific problem was bothersome

[d]proportion of teachers (N=175) who indicated that a specific problem occurred frequently

APPENDIX P

TABLE OF FIVE FREQUENCY FACTORS FOR ELEMENTARY TEACHERS WHO ARE GRADUATES OF THE OHIO STATE UNIVERSITY

Factor I: Security
Wanting to feel free from fear and anxiety.

	Item	Factor Loading
25	Liking my students	.703
10	Being awake and alert	.649
24	Being professional in my relationships with colleagues	.606
57	Knowing the names of all my students	.593
9	Helping parents to understand school practices	.537
8	Knowing subject matter	.504
38	Being an advocate for my students	.493
17	Having students accept my method for grading	.483
37	Having cooperation from peers, including student teachers	.475
54	Developing and maintaining rapport with parents	.442
62	Having confidence in my colleagues	.439
23	Clarifying my students' misconceptions	.437
7	Developing and maintaining student rapport, affection and respect	.392
16	Feeling successful and important	.389
32	Accepting criticism	.388
76	Seeing the use for and making lesson plans	.383
56	Eliminating practices which upset my students	.372
21	Protecting the class and individuals from harm	.368
22	Holding worthwhile conferences with parents	.360
43	Knowing and enforcing school policies and regulations	.347

84	Teaching for objectives I consider worthwhile	.336
18	Enjoying teaching more	.336
34	Making my classroom attractive and interesting	.330
95	Developing and maintaining affiliation with my colleagues	.323
30	Being as capable as my brightest student(s)	.310
86	Having cooperation and support from the administration	.301

Factor II: Control
Wanting to get students to behave as I want them to behave.

	Item	Factor Loading
5	Controlling aggressive student behavior	.520
42	Responding appropriately to improper behavior such as obscenity	.478
1	Maintaining order, quiet or control	.457
99	Handling problems which may have racial implications	.419
28*	Enforcing social mores and folkways such as honesty and respect for teachers	.395
91*	Enforcing considerate treatment of property	.385
97	Removing students who are sources of frustration	.373
13	Soliciting appropriate student behavior	.355
88*	Eliminating inappropriate student behavior	.346
48	Overcoming student apathy or outright dislike	.328
63	Eliminating food from the classroom	.305
66	Having students present and on time for all classes, rehearsals, games, etc.	.301

Factor III: Competence
Wanting professional knowledge, skills and attitudes. Wanting to be efficient and effective in their use.

	Item	Factor Loading
96*	Learning to use alternative methods of instruction	.528

71	Keeping up professionally	.489
92*	Knowing about and having appropriate materials for learning	.486
40*	Planning instruction in different ways and for different purposes	.486
68	Promoting student self-evaluation	.461
20*	Helping students improve academically	.448
11*	Providing for individual learning differences	.446
26*	Guiding my students to manage themselves to do the things to help them succeed in school	.439
12	Learning about new methods of instruction	.406
58*	Assessing my students' learning	.406
55*	Having every student work up to his ability	.405
27*	Maintaining student attention	.387
105*	Getting my students to enjoy learning for its own sake	.367
47	Having my students feel successful in school	.367
73*	Organizing my work and materials	.355
81*	Helping my students know and accept themselves as they are	.342
19*	Knowing how to differentiate between student learning and psychological problems	.331
59*	Extending learning beyond the classroom	.330
51*	Having my students achieve competence in expressing themselves effectively in both writing and speaking	.313
98	Using group activities	.311

Factor IV: Remediation
Wanting to improve life for my students by putting right conditions both inside and outside schools.

	Item	Factor Loading
82	Improving the intellectual quality of my students' homes	.559
52	Improving conditions so that students can study better at home	.524

85	Keeping my students away from some things and people which may be a bad influence	.516
103	Telling parents that their children have problems	.483
22	Holding worthwhile conferences with parents	.321
70	Eliminating parental interference in my teaching	.316
33*	Encouraging parental interest in school matters	.307

Factor V: Efficiency
Wanting to have skills and to accomplish tasks considered essential to learning.

	Item	Factor Loading
2	Preparing for and holding special school events	.356
5	Controlling aggressive student behavior	.352
76	Seeing the use for and making lesson plans	.334
39*	Teaching too many students or large classes	.330
14*	Having preparation time	.318
67*	Having enough free time	.308
53	Separating the effects of outside events from the classroom	.302

[a]These factors are from the study "Problems of Teachers Graduated from The Ohio State University as Teacher Education Curriculum Indicators," by Myers, Cruickshank and Kennedy.

[b]Items with asterisks (*) denote items that teachers indicated occurred most frequently.

APPENDIX Q

TABLE OF EIGHT BOTHERSOMENESS FACTORS FOR ELEMENTARY TEACHERS WHO ARE GRADUATES OF THE OHIO STATE UNIVERSITY [a,b]

Factor I: Functionalism
Wanting to control and use my professional time in the most functional, efficient way.

	Item	Factor Loading
67*	..aving enough free time	.522
14*	Having preparation time	.512
77*	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.477
80	Avoiding duties inappropriate to my professional role	.316

Factor II: Control
Wanting to get students to behave as I want them to behave.

	Item	Factor Loading
97*	Removing students who are sources of frustration	.525
5*	Controlling aggressive student behavior	.516
91*	Enforcing considerate treatment of property	.498
42*	Responding appropriately to improper behavior such as obscenity	.463
74*	Employing retribution or punishment	.461
1*	Maintaining order, quiet or control	.431
88*	Eliminating inappropriate student behavior	.414
67*	Having enough free time	.351
27*	Maintaining student attention	.348
13*	Soliciting appropriate student behavior	.336
28*	Enforcing social mores and folkways such as honesty and respect for teachers	.327

50*	Monitoring the behavior of students outside the classroom but still in the school area	.308
77*	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.301
14*	Having preparation time	.300

Factor III: Inclusion
Wanting to establish and maintain rapport with students, other teachers, and administrators. Being interested in them and having them interested in me.

	Item	Factor Loading
25	Liking my students	.425
57	Knowing the names of all my students	.418
104	Having personal problems affect my work	.414
37	Having cooperation from peers, including student teachers	.405
100	Controlling the physical environment of the school/classroom	.382
7	Developing and maintaining student rapport, affection and respect	.381
10	Being awake and alert	.350
63	Eliminating food from the classroom	.332
38	Being an advocate for my students	.300

Factor IV: Achievement
Wanting to overcome obstacles in order to gain status and approval as a teacher.

	Item	Factor Loading
22	Holding worthwhile conferences with parents	.556
8	Knowing subject matter	.397
11*	Providing for individual learning differences	.304
23	Clarifying my students' misconceptions	.302

Factor V: Remediation
Wanting to improve life for my students by putting right conditions both inside and outside schools.

	Item	Factor Loading
82*	Improving the intellectual quality of my students' homes	.585
52	Improving conditions so that students can study better at home	.464
85	Keeping my students away from some things and people which may be a bad influence	.394
53	Separating the effects of outside events from the classroom	.369
9	Helping parents to understand school practices	.312
46	Changing school policies and regulations	.306

Factor VI: Security
Wanting to feel free from fear and anxiety.

	Item	Factor Loading
25	Liking my students	.459
32	Accepting criticism	.451
30	Being as capable as my brightest student(s)	.379
24	Being professional in my relationships with colleagues	.367
31	Teaching whatever is necessary notwithstanding controversial subjects	.360
54	Developing and maintaining rapport with parents	.326
16	Feeling successful and important	.324
6	Having cooperation and support from the administration	.317
9	Helping parents to understand school practices	.311

Factor VII: Competence
Wanting professional knowledge, skills and attitudes. Wanting to be efficient and effective in their use.

	Item	Factor Loading
40	Planning instruction in different ways and for different purposes	.482
96	Learning to use alternative methods of instruction	.454
26*	Guiding my students to manage themselves to do the things to help them succeed in school	.452
98	Using group activities	.452
12	Learning about new methods of instruction	.426
78	Assisting parents having difficulty with their children	.419
72	Feeling secure and unafraid	.396
92	Knowing about and having appropriate materials for learning	.376
11*	Providing for individual learning differences	.359
58	Assessing my students' learning	.345
20	Helping students improve academically	.343
103*	Telling parents that their children have problems	.339
59	Extending learning beyond the classroom	.336
18	Enjoying teaching more	.330
16	Feeling successful and important	.318

Factor VIII: Nurturance
Wanting to help students who have problems.

	Item	Factor Loading
83	Helping my students feel secure and unafraid	.498
81	Helping my students know and accept themselves as they are	.417
90*	Overcoming a student's feelings of upset or frustration with himself	.410

23	Clarifying my students' misconceptions	.409
44	Completing the work I have planned	.393
56	Eliminating practices which upset my students	.356
4	Explaining clearly when I teach	.333
87	Demonstrating student growth and learning	.331
3	Having all my students participate in class	.323

[a]These factors are from the study "Problems of Teachers Graduated from The Ohio State University as Teacher Education Curriculum Indicators," by Myers, Cruickshank and Kennedy.

[b]Items with asterisks (*) denote items that teachers indicated occurred most frequently.

APPENDIX R

TABLE OF FIVE FREQUENCY FACTORS FOR SECONDARY TEACHERS WHO ARE GRADUATES OF THE OHIO STATE UNIVERSITY[a, b]

Factor I: Security
Wanting to feel free from anxiety and fear.

	Item	Factor Loading
25	Liking my students	.682
10	Being awake and alert	.619
8	Knowing subject matter	.616
24	Being professional in my relationships with colleagues	.575
57	Knowing the names of all my students	.558
69	Being tolerant of student differences	.540
76	Seeing the use for and making lesson plans	.505
79	Treating all my students fairly	.486
73	Organizing my work and materials	.471
72	Feeling secure and unafraid	.465
32	Accepting criticism	.460
49	Setting objectives for individual courses	.456
95	Developing and maintaining affiliation with my colleagues	.446
84	Teaching for objectives I consider worthwhile	.423
60	Using A-V equipment	.416
4	Explaining clearly when I teach	.412
40	Planning instruction in different ways and for different purposes	.391
43	Knowing and enforcing school policies and regulations	.386
18	Enjoying teaching more	.383
58*	Assessing my students' learning	.374

35	Avoiding dependent relationships with my students	.373
65	Understanding and accepting certain educational practices or eliminating their use	.365
30	Being as capable as my brightest student(s)	.364
86	Having cooperation and support from the administration	.353
16	Feeling successful and important	.351
83	Helping my students feel secure and unafraid	.347
44	Completing the work I have planned	.346
87	Demonstrating student growth and learning	.343
62	Having confidence in my colleagues	.330
98	Using group activities	.327
15	Using time for active teaching rather than for student diagnosis or evaluation	.323
34	Making my classroom attractive and interesting	.310
7	Developing and maintaining student rapport, affection and respect	.307
71	Keeping up professionally	.306
37	Having cooperation from peers, including student teachers	.304
31	Teaching whatever is necessary notwithstanding controversial subjects	.304

Factor II: Invigoration
Wanting to vitalize my students' interests in learning and improve their achievement.

	Item	Factor Loading
105*	Getting my students to enjoy learning for its own sake	.581
55*	Having every student work up to his ability	.569
59*	Extending learning beyond the classroom	.499
51*	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.458
26*	Guiding my students to manage themselves to do the things to help them succeed in school	.420

33*	Encouraging parental interest in school matters	.390
41*	Getting students to use their leisure time well	.377
48*	Overcoming student apathy or outright dislike	.376
29*	Creating interest in the topic being taught	.373
92*	Knowing about and having appropriate materials for learning	.352
19*	Knowing how to differentiate between student learning and psychological problems	.352
11*	Providing for individual learning differences	.336
47*	Having my students feel successful in school	.330
14*	Having preparation time	.327
88*	Eliminating inappropriate student behavior	.326

Factor III: Control
Wanting to get students to behave as I want them to behave.

	Item	Factor Loading
88*	Eliminating inappropriate student behavior	.545
97	Removing students who are sources of frustration	.503
5	Controlling aggressive student behavior	.495
42	Responding appropriately to improper behavior such as obscenity	.425
13	Soliciting appropriate student behavior	.417
17	Having students accept my method for grading	.381
1	Maintaining order, quiet or control	.380
74	Employing retribution or punishment	.368
63	Eliminating food from the classroom	.340
99	Handling problems which may have racial implications	.338
100	Controlling the physical environment of the school/classroom	.330
78	Assisting parents having difficulty with their children	.326

Factor IV: Remediation
Wanting to improve life for my students by putting right conditions both inside and outside schools.

	Item	Factor Loading
78	Assisting parents having difficulty with their children	.518
54	Developing and maintaining rapport with parents	.478
103	Telling parents that their children have problems	.416
9	Helping parents to understand school practices	.399
102	Assisting students who have physical handicaps	.352
52	Improving conditions so that students can study better at home	.350
85	Keeping my students away from some things and people which may be a bad influence	.347
22	Holding worthwhile conferences with parents	.332
50*	Monitoring the behavior of students outside the classroom but still in the school area	.326
33*	Encouraging parental interest in school matters	.318
70	Eliminating parental interference in my teaching	.308

Factor V: Support
Wanting the understanding and sustenance of administrators and other teachers so that I can be efficient and feel professional.

	Item	Factor Loading
94	Avoiding teaching the poor	.519
46	Changing school policies and regulations	.446
80	Avoiding duties inappropriate to my professional role	.441
75*	Helping a student adjust socially or emotionally	.314

[a]These factors are from the study "Problems of Teachers Graduated from The Ohio State University as Teacher Education Curriculum Indicators," by Myers, Cruickshank and Kennedy.

[b]Items with asterisks (*) denote items that teachers indicated occurred most frequently.

APPENDIX S

TABLE OF SIX BOTHERSOMENESS FACTORS FOR SECONDARY TEACHERS WHO ARE GRADUATES OF THE OHIO STATE UNIVERSITY[a, b]

Factor I: Invigoration
Wanting to vitalize my students' interests in learning and improve their achievement.

	Item	Factor Loading
81	Helping my students know and accept themselves as they are	.520
47*	Having my students feel successful in school	.479
26	Guiding my students to manage themselves to do the things to help them succeed in school	.454
83	Helping my students feel secure and unafraid	.451
59	Extending learning beyond the classroom	.431
90	Overcoming a student's feelings of upset or frustration with himself	.405
51*	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.400
20	Helping students improve academically	.397
105*	Getting my students to enjoy learning for its own sake	.391
82	Improving the intellectual quality of my students' homes	.387
89	Understanding and helping the atypical child	.385
75	Helping a student adjust socially or emotionally	.370
3*	Having all my students participate in class	.365
27*	Maintaining student attention	.338
36	Holding worthwhile conferences with my students	.322
87	Demonstrating student growth and learning	.312
33	Encouraging parental interest in school matters	.312
55*	Having every student work up to his ability	.307

29*	Creating interest in the topic being taught	.301
68	Promoting student self-evaluation	.300

Factor II: Control
Wanting to get students to behave as I want them to behave.

	Item	Factor Loading
88*	Eliminating inappropriate student behavior	.527
1*	Maintaining order, quiet or control	.505
97*	Removing students who are sources of frustration	.501
13*	Soliciting appropriate student behavior	.469
66*	Having students present and on time for all classes, rehearsals, games, etc.	.442
5*	Controlling aggressive student behavior	.379
48*	Overcoming student apathy or outright dislike	.369
42*	Responding appropriately to improper behavior such as obscenity	.356
63	Eliminating food from the classroom	.322
74*	Employing retribution or punishment	.310

Factor III: Functionalism
Wanting to control and use my professional time in the most functional, efficient way.

	Item	Factor Loading
77*	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.467
70	Eliminating parental interference in my teaching	.441
46	Changing school policies and regulations	.439
9	Helping parents to understand school practices	.416
22	Holding worthwhile conferences with parents	.412
67*	Having enough free time	.368
103	Telling parents that their children have problems	.365

14*	Having preparation time	.359
80	Avoiding duties inappropriate to my professional role	.358
6	Eliminating nonproductive competition among my students	.349
65	Understanding and accepting certain educational practices or eliminating their use	.342
2	Preparing for and holding special school events	.334
104	Having personal problems affect my work	.321
31	Teaching whatever is necessary notwithstanding controversial subjects	.312
78	Assisting parents having difficulty with their children	.308

Factor IV: Competence
Wanting professional knowledge, skills and attitudes. Wanting to be effective and efficient in their use.

	Item	Factor Loading
40	Planning instruction in different ways and for different purposes	.505
71	Keeping up professionally	.489
11*	Providing for individual learning differences	.449
12	Learning about new methods of instruction	.422
49	Setting objectives for individual courses	.385
96	Learning to use alternative methods of instruction	.370
92*	Knowing about and having appropriate materials for learning	.364
93	Having advisory and service help such as help in finding out about new instructional materials, help in ordering supplies or help in repairing A-V equipment	.323

Factor V: Security
Wanting to feei free from fear and anxiety.

	Item	Factor Loading
10	Being awake and alert	.555

18	Enjoying teaching more	.500
16	Feeling successful and important	.470
25	Liking my students	.410
23	Clarifying my students' misconceptions	.384

Factor VI: Inclusion
Wanting to establish and maintain rapport with students, other teachers and administrators. Being interested in them and having them interested in me.

	Item	Factor Loading
95	Developing and maintaining affiliation with my colleagues	.462
62	Having confidence in my colleagues	.444
24	Being professional in my relationships with colleagues	.407
98	Using group activities	.318
37	Having cooperation from peers, including student teachers	.315

[a]These factors are from the study "Problems of Teachers Graduated from The Ohio State University as Teacher Education Curriculum Indicators," by Myers, Cruickshank and Kennedy.

[b]Items with asterisks (*) denote items that teachers indicated were most bothersome.

APPENDIX T

TABLE OF FORTY-ONE PROBLEMS FOR ELEMENTARY TEACHERS [a,b]

Item on TPCL	PROBLEM STATEMENT	Bother-some	Frequent
5	Controlling aggressive student behavior	.71[c]	
67	Having enough free time	.71	.66[d]
14	Having preparation time	.70	.60
55	Having every student work up to his ability	.70	.66
41	Getting students to use their leisure time well	.60	.57
88	Eliminating inappropriate student behavior	.60	.39
97	Removing students who are sources of frustration	.58	
1	Maintaining order, quiet or control	.57	
19	Knowing how to differentiate between student learning and psychological problems	.56	.38
39	Teaching too many students or large classes	.56	.43
11	Providing for individual learning differences	.53	63
103	Telling parents that their children have problems	.52	
42	Responding appropriately to improper behavior such as obscenity	.51	
74	Employing retribution or punishment	.51	
105	Getting my students to enjoy learning for its own sake	.51	.45
77	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.50	.40
91	Enforcing considerate treatment of property	.50	.39
27	Maintaining student attention	.49	.33
92	Knowing about and having appropriate materials for learning	.49	.43
48	Overcoming student apathy or outright dislike	.47	
64	Overcoming anxieties related to being supervised	.46	

Item on TPCL	PROBLEM STATEMENT	Bother-some	Frequent
26	Guiding my students to manage themselves to do the things to help them succeed in school.....	.45	.45
50	Monitoring the behavior or students outside the classroom but still in the school area	.45	
90	Overcoming a student's feelings of upset or frustration with himself.....	.45	
28	Enforcing social mores and folkways such as honesty and respect for teachers.....	.44	.33
47	Having my students feel successful in school.....	.44	.32
51	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking.....	.44	.50
13	Soliciting appropriate student behavior	.43	
89	Understanding and helping the atypical child.....	.43	.34
3	Having all my students participate in class.....	.42	.36
20	Helping students improve academically.....	.42	.41
29	Creating interest in the topic being caught.....	.42	.34
58	Assessing my students' learning..	.42	.38
40	Planning instruction in different ways and for different purposes..		.42
44	Completing the work I have planned....		.38
59	Extending learning beyond the classroom.....		.38
33	Encouraging parental interest in school matters.....		.37
68	Promoting student self-evaluation..		.34
81	Helping my students know and accept themselves as they are.....		.34
15	Using time for active teaching rather than for student diagnosis or evaluation.....		.33
96	Learning to use alternative methods of instruction.....		.33

[a]These problems are from the combined data of 527 secondary teachers.

[b]$p < .01$

[c]Proportion of teachers (N=410) who indicated that a specific problem was bothersome.

[d]Proportion of teachers (N=410) who indicated that a specific problem occurred frequently.

APPENDIX U

TABLE OF SIX FREQUENCY FACTORS FOR ELEMENTARY TEACHERS (Combined Data)[a, b]

Factor I: Security
Wanting to feel free from fear and anxiety

TPCL #	Problem Statement	Factor Loading
25	Liking my students	.565
10	Being awake and alert	.467
22	Holding worthwhile conferences with parents	.429
24	Being professional in my relationships with colleagues	.418
17	Having students accept my method for grading	.409
37	Having cooperation from peers, including student teachers	.395
7	Developing and maintaining student rapport, affection and respect	.381
9	Helping parents to understand school practices	.381
57	Knowing the names of all my students	.379
54	Developing and maintaining rapport with parents	.345
62	Having confidence in my colleagues	.334
8	Knowing subject matter	.324

Factor II: Competence
Wanting professional knowledge, skills and attitudes.
Wanting to be efficient and effective in their use.

TPCL #	Problem Statement	Factor Loading
40*	Planning instruction in different ways and for different purposes	.460
68*	Promoting student self-evaluation	.449
11*	Providing for individual learning differences	.440
55*	Having every student work up to his ability	.414

73	Organizing my work and materials	.411
96*	Learning to use alternative methods of instruction	.391
92	Knowing about and having appropriate materials for learning	.387
26*	Guiding my students to manage themselves to do the things to help them succeed in school	.385
58*	Assessing my students' learning	.376
20*	Helping students improve academically	.374
29*	Creating interest in the topic being taught	.365
51*	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.364
12	Learning about new methods of instruction	.359
47*	Having my students feel successful in school	.354
71	Keeping up professionally	.354
59*	Extending learning beyond the classroom	.353
49	Setting objectives for individual courses	.335
87	Demonstrating student growth and learning	.329
105*	Getting my students to enjoy learning for its own sake	.327
14	Having preparation time	.318

Factor III: Counteraction
Wanting to overcome or counteract a course of interference.

TPCL#	Problem Statement	Factor Loading
56	Eliminating practices which upset my students	.414
70	Eliminating parental interference in my teaching	.407
85	Keeping my students away from some things and people which may be a bad influence	.391

97	Removing students who are sources of frustration	.388
30	Being as capable as my brightest student(s)	.349
61	Differentiating between tasks of teachers and teacher aides	.338
53	Separating the effects of outside events from the classroom	.332
94	Avoiding teaching the poor	.328
104	Having personal problems affect my work	.319
99	Handling problems which may have racial implications	.310

Factor IV: Support

Wanting the understanding and sustenance of administrators and other teachers so that I can be efficient and feel professional.

TPCL#	Problem Statement	Factor Loading
86	Having cooperation and support from the administration	.357
46	Changing school policies and regulations	.354
80	Avoiding duties inappropriate to my professional role	.316
62	Having confidence in my colleagues	.315

Factor V: Remediation

Wanting to improve life for my students by putting right conditions both inside and outside schools

TPCL#	Problem Statement	Factor Loading
82	Improving the intellectual quality of my students' homes	.509
22	Holding worthwhile conferences with parents	.455
52	Improving conditions so that students can study better at home	.450

33*	Encouraging parental interest in school matters	.402
21	Protecting the class and individuals from harm	.308

Factor VI: Control

Wanting to get students to behave as I want them to behave.

TPCL#	Problem Statement	Factor Loading
88*	Eliminating inappropriate student behavior	.508
5	Controlling aggressive student behavior	.408
42	Responding appropriately to improper bahavior such as obscenity	.392
13	Soliciting appropriate student behavior	.384
26*	Enforcing social mores and folkways such as honesty and respect for teachers	.382
91	Enforcing considerate treatment of property	.382
74	Employing retribution or punishment	.381
48	Overcoming student apathy or outright dislike	.348
75	Helping a student adjust socially or emotionally	.342
66	Having students present and on time for all classes, rehearsals, games, etc.	.341
1	Maintaining order, quiet or control	.331
99	Handling problems which may have racial implications	.322
90	Overcoming a student's feelings of upset or frustration with himself	.321
27*	Maintaining student attention	.318
63	Eliminating food from the classroom	.307

[a]These factors are from the combined data of 410 elementary teachers.

[b]Asterisks (*) denote items that teachers indicated occurred most frequently.

APPENDIX V

TABLE OF SIX BOTHERSOMENESS FACTORS FOR ELEMENTARY TEACHERS (Combined Data) [a,b]

Factor I: Caring
Wanting to help students academically and personally.
Wanting the student to be efficient and effective.

TPCL#	Problem Statement	Factor Loading
81	Helping my students know and accept themselves as they are	.543
83	Helping my students feel secure and unafraid	.527
90*	Overcoming a student's feelings of upset or frustration with himself	.517
47*	Having my students feel successful in school	.474
20*	Helping students improve academically	.450
68	Promoting student self-evaluation	.446
75	Helping a student adjust socially or emotionally	.432
105*	Getting my students to enjoy learning for its own sake	.416
51*	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.398
59	Extending learning beyond the classroom	.386
58*	Assessing my students' learning	.377
89*	Understanding and helping the atypical child	.372
26*	Guiding my students to manage themselves to do the things to help them succeed in school	.351
55*	Having every student work up to his ability	.350
11*	Providing for individual learning differences	.328
40	Planning instruction in different ways and for different purposes	.316

Factor II: Inclusion

Wanting to establish and maintain rapport with students and other teachers. Being interested in them and having them interested in me.

TPCL#	Problem Statement	Factor Loading
25	Liking my students	.445
61	Differentiating between tasks of teachers and teacher aides	.431
8	Knowing subject matter	.423
56	Eliminating practices which upset my students	.411
37	Having cooperation from peers, including student teachers	.408
38	Being an advocate for my students	.401
63	Eliminating food from the classroom	.401
31	Teaching whatever is necessary notwithstanding controversial subjects	.373
72	Feeling secure and unafraid	.371
34	Making my classroom attractive and interesting	.346
44	Completing the work I have planned	.339
10	Being awake and alert	.330
23	Clarifying my students' misconceptions	.328
57	Knowing the names of all my students	.310
21	Protecting the class and individuals from harm	.308
69	Being tolerant of student differences	.303

Factor III. Control

Wanting to get students to behave as I want them to behave.

TPCL#	Problem Statement	Factor Loading
5*	Controlling aggressive student behavior	.464

74*	Employing retribution or punishment	.456
42*	Responding appropriately to improper behavior such as obscenity	.451
97*	Removing students who are sources of frustration	.434
1*	Maintaining order, quiet or control	.415
88*	Eliminating inappropriate student behavior	.401
13*	Soliciting appropriate student behavior	.389
91*	Enforcing considerate treatment of property	.379
27*	Maintaining student attention	.343
28*	Enforcing social mores and folkways such as honesty and respect for teachers	.326
48*	Overcoming student apathy or outright dislike	.318
50*	Monitoring the behavior of students outside the classroom but still in the school area	.316

Factor IV: Functionalism
Wanting to effect my work and control my time.
Wanting others to provide support for my efforts.

TPCL#	Problem Statement	Factor Loading
46	Changing school policies and regulations	.449
67*	Having enough free time	.403
77*	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.370
93	Having advisory and service help such as help in finding out about new instructional materials, help in ordering supplies or help in repairing A-V equipment	.342
39*	Teaching too many students or large classes	.328
80	Avoiding duties inappropriate to my professional role	.321

86	Having cooperation and support from the administration	.320
14*	Having preparation time	.315

Factor V: Remediation
Wanting to improve life for my students by putting right conditions both inside and outside schools

TPCL#	Problem Statement	Factor Loading
52	Improving conditions so that students can study better at home	.484
82	Improving the intellectual quality of my students' homes	.480
46	Changing school policies and regulations	.370
80	Avoiding duties imappropriate to my professional role	.302

Factor VI: Parent Relationships
Wanting to have good relationships with parents built upon improved interaction and understanding

TPCL#	Problem Statement	Factor Loading
103*	Telling parents that their children have problems	.394
99	Handling problems which may have racial implications	.359

[a]These factors are from the combined data of 410 elementary teachers.

[b]Asterisks (*) denote items that teachers indicated were most bothersome.

NOT TO BE REPRODUCED WITHOUT PERMISSION OF THE AUTHORS

APPENDIX W

TEACHER PROBLEMS CHECKLIST: ELEMENTARY FORM (TPC-E)

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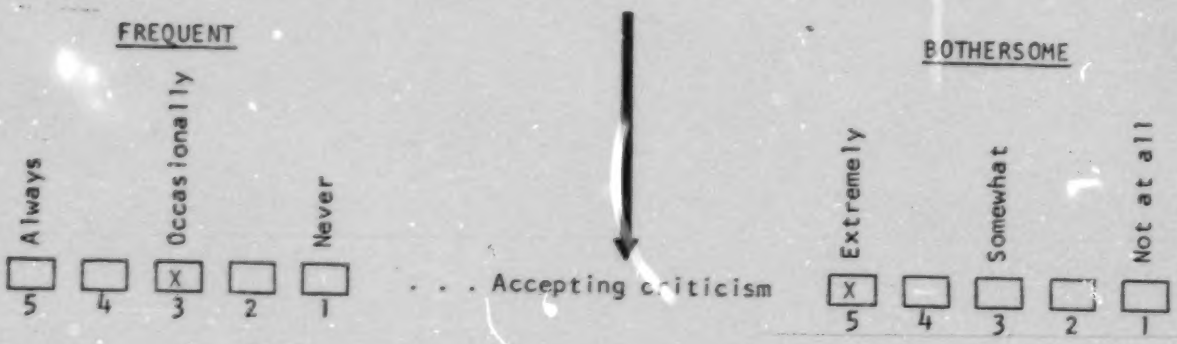
Introduction

A problem arises when we have a goal and cannot achieve it. Everyone has problems, teachers included. Some problems are personal and like the problems all humans share. Other problems result from the nature of the special work of teachers. It is important for teachers, school districts, teacher organizations and teacher educators to know what are teachers' problems so that conscious, planned efforts can be made to consider and perhaps to reduce or eliminate them.

Directions

The problems on the checklist have been reported by elementary teachers. They may reflect problems you encounter. In order to find out respond to each statement in two ways.

EXAMPLE: Look at the sample problem statement below and one teacher's responses to it. Preface this and every problem statement with the words, "I HAVE A PROBLEM."



The sample problem shows that the teacher felt that "accepting criticism" is only an occasional problem but that when it happens it is extremely bothersome.

You can see there are five choices related to the frequency of occurrence of the problem and to the extent of its bothersomeness, therefore many combinations of responses are possible. Remember to place a check mark in one of the frequent columns and in one of the bothersome columns for each problem.

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME					
Always		Occasionally		Never		Extremely		Somewhat		Not at all	
5	4	3	2	1	1 Providing for individual learning differences	5	4	3	2	1	
5	4	3	2	1	2 Eliminating practices which upset my students	5	4	3	2	1	
5	4	3	2	1	3 Performing administrative functions such as administering standardized tests, scheduling and doing "paper-work"	5	4	3	2	1	
5	4	3	2	1	4 Getting students to use their leisure time well	5	4	3	2	1	
5	4	3	2	1	5 Creating interest in the topic being taught	5	4	3	2	1	
5	4	3	2	1	6 Maintaining order, quiet or control	5	4	3	2	1	
5	4	3	2	1	7 Soliciting appropriate student behavior	5	4	3	2	1	
5	4	3	2	1	8 Knowing about and having appropriate materials for learning	5	4	3	2	1	
5	4	3	2	1	9 Enforcing social mores and folkways such as honesty and respect for teachers	5	4	3	2	1	
5	4	3	2	1	10 Removing students who are sources of frustration	5	4	3	2	1	
5	4	3	2	1	11 Helping my students to know and accept themselves as they are	5	4	3	2	1	

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1		5	4	3	2	1
☐	☐	☐	☐	☐	12 Guiding my students to do the things which will help them succeed in school	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	13 Getting all my students to participate in class	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	14 Overcoming a student's feelings of upset or frustration with himself	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	15 Getting my students to achieve competence in basic skills such as in expressing themselves effectively in both writing and speaking	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	16 Encouraging parental interest in school matters	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	17 Eliminating inappropriate student behavior	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	18 Getting my students to enjoy learning for its own sake	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	19 Having enough time for active teaching with student diagnosis and evaluation to do also	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	20 Improving life for my students by putting right conditions both inside and outside schools	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	21 Helping my students feel secure and unafraid	☐	☐	☐	☐	☐

"I HAVE A PROBLEM . . . "

FREQUENT: Always (5)	Occasionally (4, 3, 2)	Never (1)		BOTHERSOME: Extremely (5)	Somewhat (4, 3, 2)	Not at all (1)
☐	☐ ☐ ☐	☐	22 Controlling aggressive student behavior	☐	☐ ☐ ☐	☐
☐	☐ ☐ ☐	☐	23 Responding appropriately to improper behavior such as obscenities	☐	☐ ☐ ☐	☐
☐	☐ ☐ ☐	☐	24 Getting students to behave as I want them to behave	☐	☐ ☐ ☐	☐
☐	☐ ☐ ☐	☐	25 Planning instruction in different ways and for different purposes	☐	☐ ☐ ☐	☐
☐	☐ ☐ ☐	☐	26 Establishing and maintaining rapport with students and other teachers--being interested in them and having them interested in me	☐	☐ ☐ ☐	☐
☐	☐ ☐ ☐	☐	27 Monitoring the behavior of students outside the classroom but still in the school area	☐	☐ ☐ ☐	☐
☐	☐ ☐ ☐	☐	28 Overcoming or counteracting sources of interference to my teaching	☐	☐ ☐ ☐	☐
☐	☐ ☐ ☐	☐	29 Keeping my students away from some things and people which may be a bad influence	☐	☐ ☐ ☐	☐
☐	☐ ☐ ☐	☐	30 Employing retribution or punishment	☐	☐ ☐ ☐	☐
☐	☐ ☐ ☐	☐	31 Knowing how to differentiate between student learning and psychological problems	☐	☐ ☐ ☐	☐

"I HAVE A PROBLEM . . . "

FREQUENT						BOTHERSOME					
Always		Occasionally		Never		Extremely		Somewhat		Not at all	
5	4	3	2	1	32 Changing school policies and regulations	5	4	3	2	1	
5	4	3	2	1	33 Having enough preparation time	5	4	3	2	1	
5	4	3	2	1	34 Feeling free from anxiety and fear	5	4	3	2	1	
5	4	3	2	1	35 Avoiding duties inappropriate to my professional role	5	4	3	2	1	
5	4	3	2	1	36 Improving the intellectual quality of my students' homes	5	4	3	2	1	
5	4	3	2	1	37 Controlling my work and my time and getting others to provide support for my efforts	5	4	3	2	1	
5	4	3	2	1	38 Being awake and alert	5	4	3	2	1	
5	4	3	2	1	39 Getting cooperation and support from the administration	5	4	3	2	1	
5	4	3	2	1	40 Enforcing considerate treatment of property	5	4	3	2	1	
5	4	3	2	1	41 Differentiating between tasks of teachers and teacher aides	5	4	3	2	1	
5	4	3	2	1	42 Maintaining student attention	5	4	3	2	1	

"I HAVE A PROBLEM . . . "

FREQUENT						BOTHERSOME					
Always		Occasionally		Never		Extremely		Somewhat		Not at all	
5	4	3	2	1	43 Overcoming anxieties related to being supervised	5	4	3	2	1
5	4	3	2	1	44 Helping students improve academically	5	4	3	2	1
5	4	3	2	1	45 Overcoming student apathy or outright dislike	5	4	3	2	1
5	4	3	2	1	46 Improving conditions so that students can study better at home	5	4	3	2	1
5	4	3	2	1	47 Helping students academically and personally--helping them to be efficient and effective	5	4	3	2	1
5	4	3	2	1	48 Assessing my students' learning	5	4	3	2	1
5	4	3	2	1	49 Understanding and helping the atypical child	5	4	3	2	1
5	4	3	2	1	50 Having enough free time	5	4	3	2	1
5	4	3	2	1	51 Learning to use alternative methods of instruction	5	4	3	2	1
5	4	3	2	1	52 Gaining professional knowledge, skills and attitudes and being efficient and effective in their use	5	4	3	2	1
5	4	3	2	1	53 Liking my students	5	4	3	2	1

"I HAVE A PROBLEM . . . "

FREQUENT							BOTHERSOME				
A'ways		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	54	Getting every student to work up to his ability	5	4	3	2	1
5	4	3	2	1	55	Telling parents that their children have problems	5	4	3	2	1
5	4	3	2	1	56	Completing the work I have planned	5	4	3	2	1
5	4	3	2	1	57	Promoting student self-evaluation	5	4	3	2	1
5	4	3	2	1	58	Handling problems which may have racial implications	5	4	3	2	1
5	4	3	2	1	59	Establishing good relationships with parents built upon improved interaction and understanding	5	4	3	2	1
5	4	3	2	1	60	Extending learning beyond the classroom	5	4	3	2	1
5	4	3	2	1	61	Teaching too many students or large classes	5	4	3	2	1
5	4	3	2	1	62	Holding worthwhile conferences with parents	5	4	3	2	1
5	4	3	2	1	63	Getting my students to feel successful in school	5	4	3	2	1
5	4	3	2	1	64	Knowing subject matter	5	4	3	2	1

"I HAVE A PROBLEM . . . "

FREQUENT							BOTHERSOME				
		Always		Occasionally		Never		Extremely		Somewhat		Not at all
		5	4	3	2	1		5	4	3	2	1
☐	☐	☐	☐	☐	☐	☐	65 Eliminating parental interference in my teaching	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	66 Getting the understanding and sustenance of administrators and other teachers so that I can be efficient and feel professional	☐	☐	☐	☐	☐

APPENDIX X

TABLE OF FORTY-TWO PROBLEMS FOR SECONDARY TEACHERS (Combined Data)[a,b]

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
55	Having every student work up to his ability.....	.80[c]	.73[d]
48	Overcoming student apathy or outright dislike.....	.68	.37
91	Enforcing considerate treatment of property.....	.68	.47
105	Getting my students to enjoy learning for its own sake....	.66	.63
88	Eliminating inappropriate student behavior.....	.65	.32
97	Removing students who are sources of frustration.....	63	
5	Controlling aggressive student behavior.....	.62	
41	Getting students to use their leisure time well.....	.60	.58
50	Monitoring the behavior of students outside the classroom but still in the school area.....	.59	.40
1	Maintaining order, quiet or control....	.58	
14	Having preparation time.....	.58	.48
27	Maintaining student attention.....	.58	.34
3	Having all my students participate in class.....	.57	.50
39	Teaching too many students or large classes.....	.57	.40
51	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.57	.58
66	Having students present and on time for all classes, rehearsals, games, etc.	.57	.37
28	Enforcing social mores and folkways such as honesty and respect for teachers	.56	.39
29	Creating interest in the topic being taught.....	.55	.41
11	Providing for individual learning differences.....	.54	.51
67	Having enough free time.....	.54	.46

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
19	Knowing how to differentiate between student learning and psychological problems.....	.52	
42	Responding appropriately to improper behavior such as obscenity.....	.51	
74	Employing retribution or punishment..	.51	
47	Having my students feel successful in school.....	.49	.38
101	Having my students value school marks and grades.....	.49	.40
13	Soliciting appropriate student behavior	.48	
46	Changing school policies and regulations	.48	
26	Guiding my students to manage themselves to do the things to help them succe d in school.....	.47	.43
20	Helping students improve academically..	.46	
77	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"...	.46	
90	Overcoming a student's feelings of upset or frustration with himself.....	.46	
103	Telling parents that their children have problems.....	.46	
33	Encouraging parental interest in school matters.....	.43	.37
43	Knowing and enforcing school policies and regulations.....	.43	
85	Keeping my students away from some things and people which may be a bad influence..	.42	
92	Knowing about and having appropriate materials for learning.....	.42	.33
59	Extending learning beyond the classroom		.39
40	Planning instruction in different ways and for different purposes.....		.37
58	Assessing my students' learning.....		.36
68	Promoting student self-evaluation.....		.34
44	Completing the work I have planned.....		.32
34	Making my classroom attractive and interesting.....		.31

[a]These problems are from the combined data of 527 secondary teachers.

[b]$p < .01$

[c]proportion of teachers (N=527) who indicated that a specific problem was bothersome

[d]proportion of teachers (N=527) who indicated that a specific problem occurred frequently

APPENDIX Y

TABLE OF FIVE FREQUENCY FACTORS FOR SECONDARY TEACHERS (Combined Data) a,b

Factor I: Security
Wanting to feel free from fear and anxiety

	Item	Factor Loading
25	Liking my students	.642
8	Knowing subject matter	.601
10	Being awake and alert	.586
24	Being professional in my relationships with colleagues	.505
72	Feeling secure and unafraid	.491
79	Treating all my students fairly	.462
7	Developing and maintaining student rapport, affection and respect	.411
30	Being as capable as my brightest student(s)	.404
76	Seeing the use for and making lesson plans	.399
32	Accepting criticism	.396
4	Explaining clearly when I teach	.392
60	Using A-V equipment	.384
69	Being tolerant of student differences	.382
37	Having cooperation from peers, including student teachers	.382
57	Knowing the names of all my students	.375
73	Organizing my work and materials	.371
95	Developing and maintaining affiliation with my colleagues	.358
17	Having students accept my method for grading	.358
16	Feeling successful and important	.356
18	Enjoying teaching more	.356

84	Teaching for objectives I consider worthwhile	.352
49	Setting objectives for individual courses	.348
40*	Planning instruction in different ways and for different purposes	.332
71	Keeping up professionally	.326
44*	Completing the work I have planned	.308
43	Knowing and enforcing school policies and regulations	.304

Factor II: Control
Wanting to get students to behave as I want them to behave.

	Item	Factor Loading
88*	Eliminating inappropriate student behavior	.515
97	Removing students who are sources of frustration	.506
1	Maintaining order, quiet or control	.483
5	Controlling aggressive student behavior	.432
74	Employing retribution or punishment	.395
42	Responding appropriately to improper behavior such as obscenity	.368
27*	Maintaining student attention	.365
48*	Overcoming student apathy or outright dislike	.350
66*	Having students present and on time for all classes, rehearsals, games, etc.	.346
13	Soliciting appropriate student behavior	.339
63	Eliminating food from the classroom	.334

Factor III: Invigoration
Wanting to vitalize my students' interests in learning and improve their achievement.

	Item	Factor Loading
55*	Having every student work up to his ability	.507

105*	Getting my students to enjoy learning for its own sake	.485
51*	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.468
59*	Extending learning beyond the classroom	.410
58*	Assessing my students' learning	.393
47*	Having my students feel successful in school	.384
26*	Guiding my students to manage themselves to do the things to help them succeed in school	.371
41*	Getting students to use their leisure time well	.365
20	Helping students improve academically	.363
96	Learning to use alternative methods of instruction	.337
40*	Planning instruction in different ways and for different purposes	.317
29*	Creating interest in the topic being taught	.311
68*	Promoting student self-evaluation	.302
11*	Providing for individual learning differences	.300

Factor IV: Remediation
Wanting to improve life for my students by putting right conditions both inside and outside schools.

	Item	Factor Loading
9	Helping parents to understand school practices	.417
78	Assisting parents having difficulty with their children	.407
75	Helping a student adjust socially or emotionally	.391
52	Improving conditions so that students can study better at home	.386
85	Keeping my students away from some things and people which may be a bad influence	.358
22	Holding worthwhile conferences with parents	.356

103	Telling parents that their children have problems	.343
54	Developing and maintaining rapport with parents	.341
90	Overcoming a student's feelings of upset or frustration with himself	.320
53	Separating the effects of outside events from the classroom	.314
37*	Encouraging parental interest in school matters	.307
19	Knowing how to differentiate between student learning and psychological problems	.301

Factor V: Time
Wanting time to get both professional and personal things accomplished.

	Item	Factor Loading
14*	Having preparation time	.485
67*	Having enough free time	.444
93	Having advisory and service help such as help in finding out about new instructional materials, help in ordering supplies or help in repairing A-V equipment	.331

[a]These factors are from the combined data of 527 secondary teachers.

[b]Item with asterisks (*) denote items that teachers indicated occurred most frequently.

APPENDIX Z

TABLE OF EIGHT BOTHERSOMENESS FACTORS FOR SECONDARY TEACHERS (Combined Data) [a,b]

Factor I: Invigoration
Wanting to vitalize my students' interests in learning and improve their achievement.

	Item	Factor Loading
51*	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking.	.508
20*	Helping students improve academically	.489
105*	Getting my students to enjoy learning for its own sake	.423
47*	Having my students feel successful in school	.417
26*	Guiding my students to manage themselves to do the things to help them succeed in school	.408
55*	Having every student work up to his ability	.403
3*	Having all my students participate in class	.377
27*	Maintaining student attention	.353
29*	Creating interest in the topic being taught	.349
59*	Extending learning beyond the classroom	.348
11*	Providing for individual learning differences	.303
41*	Getting students to use their leisure time well	.303
81	Helping my students know and accept themselves as they are	.301

Factor II: Time
Wanting time to get both professional and personal things accomplished.

	Item	Factor Loading
14*	Having preparation time	.582
67*	Having enough free time	.463

77*	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.329

Factor III: Inclusion
Wanting to establish and maintain rapport with students, other teachers and administrators. Being interested in them and having them interested in me.

	Item	Factor Loading
7	Developing and maintaining student rapport, affection and respect	.463
25	Liking my students	.427
8	Knowing subject matter	.382
16	Feeling successful and important	.358
10	Being awake and alert	.342
18	Enjoying teaching more	.341

Factor IV: Control
Wanting to get students to behave as I want them to behave

	Item	Factor Loading
88*	Eliminating inappropriate student behavior	.509
97*	Removing students who are sources of frustration	.499
1*	Maintaining order, quiet or control	.471
5*	Controlling aggressive student behavior	.432
42*	Responding appropriately to improper behavior such as obscenity	.381
13*	Soliciting appropriate student behavior	.367
74*	Employing retribution or punishment	.359
91*	Enforcing considerate treatment of property	.339
66*	Having students present and on time for all classes, rehearsals, games, etc.	.336
28*	Enforcing social mores and folkways such as honesty and respect for teachers	.309

27*	Maintaining student attention	.308

Factor V: Parent Relationships
Wanting to have good relationships with parents built upon improved interaction and understanding.

	Item	Factor Loading
33*	Encouraging parental interest in school matters	.460
52	Improving conditions so that students can study better at home	.442
9	Helping parents to understand school practices	.396
82	Improving the intellectual quality of my students' homes	.376
78	Assisting parents having difficulty with their children	.300

Factor VI: Nurturance
Wanting to help students who have problems.

	Item	Factor Loading
90*	Overcoming a student's feelings of upset or frustration with himself	.548
89	Understanding and helping the atypical child	.423
75	Helping a student adjust socially or emotionally	.380
81	Helping my students know and accept themselves as they are	.320
83	Helping my students feel secure and unafraid	.315
103*	Telling parents that their children have problems	.301

Factor VII: Support
Wanting the understanding and sustenance of administrators and other teachers so that I can be efficient and feel professional.

	Item	Factor Loading
62	Having confidence in my colleagues	.482
95	Developing and maintaining affiliation with my colleagues	.399

24	Being professional in my relationships with colleagues	.390
86	Having cooperation and support from the administration	.386
46*	Changing school policies and regulations	.383
80	Avoiding duties inappropriate to my professional role	.330
37	Having cooperation from peers, including student teachers	.318

Factor VIII: Efficiency
Wanting to have skills and to accomplish tasks considered essential to learning.

	Item	Factor Loading
40	Planning instruction in different ways and for different purposes	.444
96	Learning to use alternative methods of instruction	.411
60	Using A-V equipment	.358
71	Keeping up professionally	.346
49	Setting objectives for individual courses	.337
76	Seeing the use for and making lesson plans	.301

[a]These factors are from the combined data of 527 secondary teachers

[b]Asterisks (*) denote items that teachers indicated were most bothersome.

NOT TO BE REPRODUCED WITHOUT
PERMISSION OF THE AUTHORS

APPENDIX AA

TEACHER PROBLEMS CHECKLIST: SECONDARY FORM (TPC-S)

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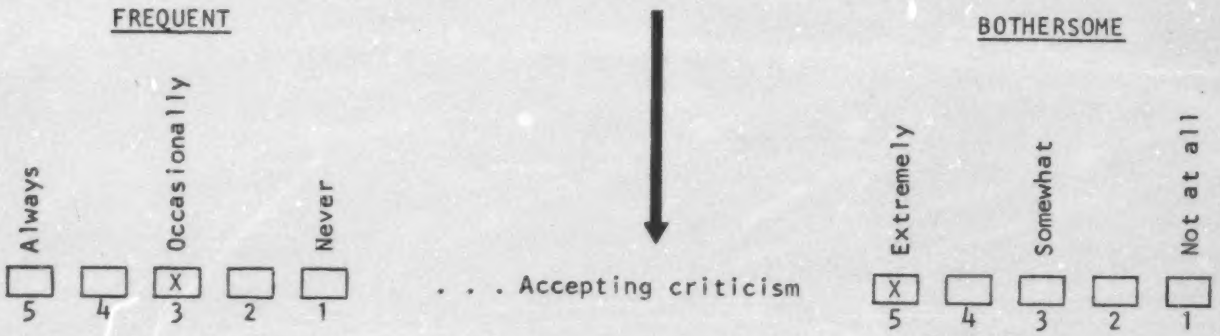
Introduction

A problem arises when we have a goal and cannot achieve it. Everyone has problems, teachers included. Some problems are personal and like the problems all humans share. Other problems result from the nature of the special work of teachers. It is important for teachers, school districts, teacher organizations and teacher educators to know what are teachers' problems so that conscious, planned efforts can be made to consider and perhaps to reduce or eliminate them.

Directions

The problems on the checklist have been reported by secondary teachers. They may reflect problems you encounter. In order to find out respond to each statement in two ways.

EXAMPLE: Look at the sample problem statement below and one teacher's responses to it. Preface this and every problem statement with the words, "I HAVE A PROBLEM."



The sample problem shows that the teacher felt that "accepting criticism" is only an occasional problem but that when it happens it is extremely bothersome.

You can see there are five choices related to the frequency of occurrence of the problem and to the extent of its bothersomeness, therefore many combinations of responses are possible. Remember to place a check mark in one of the frequent columns and in one of the bothersome columns for each problem.

"I HAVE A PROBLEM . . . "

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1			5	4	3	2	1
☐	☐	☐	☐	☐	1	Helping students adjust socially or emotionally	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	2	Helping parents to understand school practices	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	3	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	4	Getting students to use their leisure time well	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	5	Creating interest in the topic being taught	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	6	Maintaining order, quiet or control	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	7	Soliciting appropriate student behavior	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	8	Knowing about and having appropriate materials for learning	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	9	Enforcing social mores and folkways such as honesty and respect for teachers	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	10	Removing students who are sources of frustration	☐	☐	☐	☐	☐

"I HAVE A PROBLEM . . ."

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	11	Providing for individual learning differences	5	4	3	2	1
5	4	3	2	1	12	Guiding my students to do the things which will help them succeed in school	5	4	3	2	1
5	4	3	2	1	13	Getting all my students to participate in class	5	4	3	2	1
5	4	3	2	1	14	Overcoming a student's feelings of upset or frustration with himself	5	4	3	2	1
5	4	3	2	1	15	Getting my students to achieve competence in basic skills such as in expressing themselves effectively in both writing and speaking	5	4	3	2	1
5	4	3	2	1	16	Encouraging parental interest in school matters	5	4	3	2	1
5	4	3	2	1	17	Eliminating inappropriate student behavior	5	4	3	2	1
5	4	3	2	1	18	Getting my students to enjoy learning for its own sake	5	4	3	2	1
5	4	3	2	1	19	Developing confidence in my colleagues	5	4	3	2	1
5	4	3	2	1	20	Establishing good relationships with parents built upon improved interaction and understanding	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1	21 Developing and maintaining affiliation with my colleagues	5	4	3	2	1
5	4	3	2	1	22 Controlling aggressive student behavior	5	4	3	2	1
5	4	3	2	1	23 Responding appropriately to improper behavior such as obscenities	5	4	3	2	1
5	4	3	2	1	24 Establishing and maintaining rapport with students, other teachers and administrators--being interested in them and having them interested in me	5	4	3	2	1
5	4	3	2	1	25 Finding time to get both professional and personal things accomplished	5	4	3	2	1
5	4	3	2	1	26 Planning instruction in different ways and for different purposes	5	4	3	2	1
5	4	3	2	1	27 Monitoring the behavior of students outside the classroom but still in the school area	5	4	3	2	1
5	4	3	2	1	28 Feeling free from anxiety and fear	5	4	3	2	1
5	4	3	2	1	29 Keeping my students away from some things and people which may be a bad influence	5	4	3	2	1
5	4	3	2	1	30 Employing retribution or punishment	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1	31 Knowing how to differentiate between student learning and psychological problems	5	4	3	2	1
5	4	3	2	1	32 Changing school policies and regulations	5	4	3	2	1
5	4	3	2	1	33 Having enough preparation time	5	4	3	2	1
5	4	3	2	1	34 Getting the understanding and sustenance of administrators and other teachers so that I can be efficient and feel professional	5	4	3	2	1
5	4	3	2	1	35 Being professional in my relationships with colleagues	5	4	3	2	1
5	4	3	2	1	36 Using A-V equipment	5	4	3	2	1
5	4	3	2	1	37 Getting students to behave as I want them to behave	5	4	3	2	1
5	4	3	2	1	38 Being awake and alert	5	4	3	2	1
5	4	3	2	1	39 Developing and maintaining student rapport, affection and respect	5	4	3	2	1
5	4	3	2	1	40 Enforcing considerate treatment of property	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1	41 Getting my students to value school marks and grades	5	4	3	2	1
5	4	3	2	1	42 Maintaining student attention	5	4	3	2	1
5	4	3	2	1	43 Having students present and on time for all classes, rehearsals, games, etc.	5	4	3	2	1
5	4	3	2	1	44 Helping students improve academically	5	4	3	2	1
5	4	3	2	1	45 Overcoming student apathy or outright dislike	5	4	3	2	1
5	4	3	2	1	46 Improving conditions so that students can study better at home	5	4	3	2	1
5	4	3	2	1	47 Vitalizing my students' interests in learning and improving their achievement	5	4	3	2	1
5	4	3	2	1	48 Assessing my students' learning	5	4	3	2	1
5	4	3	2	1	49 Understanding and helping the atypical child	5	4	3	2	1
5	4	3	2	1	50 Having enough free time	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME					
Always			Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1			5	4	3	2	1
5	4	3	2	1	51	Learning to use alternative methods of instruction	5	4	3	2	1
5	4	3	2	1	52	Having skills and accomplishing tasks considered essential to learning	5	4	3	2	1
5	4	3	2	1	53	Liking my students	5	4	3	2	1
5	4	3	2	1	54	Getting every student to work up to his ability	5	4	3	2	1
5	4	3	2	1	55	Telling parents that their children have problems	5	4	3	2	1
5	4	3	2	1	56	Completing the work I have planned	5	4	3	2	1
5	4	3	2	1	57	Promoting student self-evaluation	5	4	3	2	1
5	4	3	2	1	58	Knowing and enforcing school policies and regulations	5	4	3	2	1
5	4	3	2	1	59	Helping students who have problems	5	4	3	2	1
5	4	3	2	1	60	Extending learning beyond the classroom	5	4	3	2	1
5	4	3	2	1	61	Teaching too many students or large classes	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1	62 Holding worthwhile conferences with parents	5	4	3	2	1
5	4	3	2	1	63 Getting my students to feel successful in school	5	4	3	2	1
5	4	3	2	1	64 Knowing subject matter	5	4	3	2	1
5	4	3	2	1	65 Making my classroom attractive and interesting	5	4	3	2	1
5	4	3	2	1	66 Improving life for my students by putting right conditions both inside and outside schools	5	4	3	2	1
5	4	3	2	1	67 Assisting parents having difficulty with their children	5	4	3	2	1
5	4	3	2	1	68 Getting advisory and service help such as help in finding out about new instructional materials, help in ordering supplies or help in repairing A-V equipment	5	4	3	2	1
5	4	3	2	1	69 Avoiding teaching the poor	5	4	3	2	1
5	4	3	2	1	70 Gaining control over what I can and cannot do as a teacher and influencing decisions that affect me as a teacher	5	4	3	2	1
5	4	3	2	1	71 Avoiding duties inappropriate to my professional role	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1	72 Enjoying teaching more	5	4	3	2	1
5	4	3	2	1	73 Feeling successful and important	5	4	3	2	1
5	4	3	2	1	74 Controlling and using my professional time in the most functional, efficient way	5	4	3	2	1
5	4	3	2	1	75 Using group activities	5	4	3	2	1
5	4	3	2	1	76 Keeping up professionally	5	4	3	2	1
5	4	3	2	1	77 Being awake and alert	5	4	3	2	1
5	4	3	2	1	78 Establishing and maintaining rapport with colleagues and students	5	4	3	2	1
5	4	3	2	1	79 Getting students to succeed academically and personally	5	4	3	2	1
5	4	3	2	1	80 Gaining professional knowledge, skills and attitudes and being efficient and effective in their use	5	4	3	2	1

APPENDIX BB

TABLE OF THIRTY-SIX PROBLEMS OF SECONDARY TEACHERS[a,b]

Item on TPC-S	PROBLEM STATEMENT	Bother-some	Fre-quent
54	Getting every student to work up to his ability.....	3.61[c]	3.39[d]
25	Finding time to get both professional and personal things accomplished.....	3.49	3.32
18	Getting my students to enjoy learning for its own sake...	3.38	3.43
50	Having enough free time.....	3.36	3.38
33	Having enough preparation time.....	3.31	3.15
45	Overcoming student apathy or outright dislike.....	3.26	2.76
17	Eliminating inappropriate student behavior.....	3.25	2.65
40	Enforcing considerate treatment of property.....	3.23	2.73
5	Creating interest in the topic being taught.....	3.21	2.87
10	Removing students who are sources of frustration.....	3.15	
42	Maintaining student attention.....	3.15	2.61
11	Providing for individual learning differences.....	3.12	3.01
15	Getting my students to achieve competence in basic skills such as in expressing themselves effectively in both writing and speaking.....	3.12	3.13
47	Vitalizing my students' interests in learning and improving their achievement	3.11	2.87
13	Getting all my students to participate in class.....	3.10	3.06
79	Getting students to succeed academically and personally..	3.10	2.77
63	Getting my students to feel successful in school.....	3.07	2.75
9	Enforcing social mores and folkways such as honesty and respect for teachers	3.06	2.63
6	Maintaining order, quiet or control...	3.01	
7	Soliciting appropriate student behavior.....	3.00	
22	Controlling aggressive student behavior.....	3.00	
43	Having students present and on time for		

Item on TPC-S	PROBLEM STATEMENT	Bother-some	Fre-quent
	all classes, rehearsals, games, etc.....	3.00	2.68
44	Helping students improve academically.....	2.98	2.76
4	Getting students to use their leisure time well....	2.96	3.06
16	Encouraging parental interest in school matters....	2.95	2.90
31	Knowing how to differentiate between student learning and psychological problems.....	2.94	2.68
49	Understanding and helping the atypical child.....	2.94	
74	Controlling and using my professional time in the most functional, efficient way.....	2.94	2.61
55	Telling parents that their children have problems	2.90	
41	Getting my students to value school marks and grades...		2.76
12	Guiding my students to do the things which will help them succeed in school...		2.73
26	Planning instruction in different ways and for different purposes.....		2.69
1	Helping students adjust socially or emotionally.....		2.68
57	Promoting student self-evaluation.....		2.68
60	Extending learning beyond the classroom		2.65
14	Overcoming a student's feelings of upset or frustration with himself.....		2.58

[a]These problems are from the study "The Validation of an Instrument to Determine Problems of Secondary Teachers" by Cruickshank, Kennedy and Myers.

[b]$p < .01$

[c]Average response (range 1-5) of 430 teachers (N = 430) to the bothersomeness of a specific problem.

[d]Average response (range 1-5) of 430 teachers (N = 430) to the frequency of a specific problem.

APPENDIX CC

TABLE OF FIVE FREQUENCY FACTORS FOR
SECONDARY TEACHERS (TPC-S Validation Study) [a,b]

Factor I: Affiliation
Establishing and maintaining rapport with colleagues and students. Having qualities which enhance rapport.

TPC-S #	Problem Statement	Factor Loading
78	Establishing and maintaining rapport with colleagues and students.	.599
53	Liking my students.	.490
77	Being awake and alert.	.474
38	Being awake and alert.	.450
24	Establishing and maintaining rapport with students, other teachers and administrators--being interested in them and having them interested in me.	.422
64	Knowing subject matter.	.420
35	Being professional in my relationships with colleagues.	.419
73	Feeling successful and important.	.406

Factor II: Student Success
Wanting students to be successful academically and socially. Doing those things which will promote such success such as caring, assisting, nurturing and invigorating.

TPC-S #	Problem Statement	Factor Loading
63*	Getting my students to feel successful in school.	.566
79*	Getting students to succeed academically and personally.	.563
54*	Getting every student to work up to his ability.	.536

44*	Helping students improve academically.	.523
47*	Vitalizing my students' interests in learning and improving their achievement.	.480
15*	Getting my students to achieve competence in basic skills such as in expressing themselves effectively in both writing and speaking.	.441
18*	Getting my students to enjoy learning for its own sake.	.439
12*	Guiding my students to do the things which will help them to succeed in school.	.435

Factor III: Control
Getting students to behave as I want them to behave.

TPC-S #	Problem Statement	Factor Loading
17*	Eliminating inappropriate student behavior.	.611
22	Controlling aggressive student behavior.	.591
37	Getting students to behave as I want them to behave.	.541
6	Maintaining order, quiet or control.	.427
10	Removing students who are sources of frustration.	.495
23	Responding appropriately to improper behavior such as obscenities.	.486
7	Soliciting appropriate student behavior.	.475
9	Enforcing social mores and folkways such as honesty and respect for teachers.	.403

Factor IV: Parent Relationships
Establishing good relationships with parents built upon improved interaction and understanding

TPC-S #	Problem Statement	Factor Loading
20	Establishing good relationships with parents built upon improved interaction and understanding.	.460

16*	Encouraging parental interest in school matters.	.402

Factor V: Time
Finding time to get both professional and personal things accomplished.

TPC-S #	Problem Statement	Factor Loading
33*	Having enough preparation time.	.652
50*	Having enough free time.	.651
25*	Finding time to get both professional and personal things accomplished.	.569

[a]These factors are from the study "The Validation of an Instrument to Determine Problems of Secondary Teachers" by Cruickshank, Kennedy, and Myers.

[b]Items with asterisks (*) denote items that teachers indicated occurred most frequently.

APPENDIX DD

TABLE OF FIVE BOTHERSOMENESS FACTORS FOR SECONDARY TEACHERS (TPC-S Validation Study) [a,b]

Factor I: Student Success

Wanting students to be successful academically and socially. Doing those things which will promote such success such as caring, assisting, nurturing and invigorating.

TPC-S #	Problem Statement	Factor Loading
44*	Helping students improve academically.	.555
47*	Vitalizing my students' interests in learning and improving their achievement.	.521
59	Helping students who have problems.	.511
63*	Getting my students to feel successful in school.	.492
79*	Getting students to succeed academically and personally.	.469
60	Extending learning beyond the classroom.	.457
54*	Getting every student to work up to his ability.	.440
12	Guiding my students to do the things which will help them to succeed in school.	.438
14	Overcoming a student's feelings of upset or frustration with himself.	.428
15*	Getting my students to achieve competence in basic skills such as in expressing themselves effectively in both writing and speaking.	.416
18*	Getting my students to enjoy learning for its own sake.	.412
11*	Providing for individual learning differences.	.407
13*	Getting all my students to participate in class.	.400

Factor II: Affiliation
Establishing and maintaining rapport with colleagues and students. Having qualities which enhance rapport.

TPC-S #	Problem Statement	Factor Loading
78	Establishing and maintaining rapport with colleagues and students.	.612
53	Liking my students.	.481
35	Being professional in my relationships with colleagues.	.449
24	Establishing and maintaining rapport with students, other teachers and administrators--being interested in them and having them interested in me.	.443
73	Feeling successful and important.	.423
39	Developing and maintaining student rapport, affection and respect.	.406
64	Knowing subject matter.	.401

Factor III: Control
Getting students to behave as I want them to behave.

TPC-S #	Problem Statement	Factor Loading
17*	Eliminating inappropriate student behavior.	.565
22*	Controlling aggressive student behavior.	.549
7*	Soliciting appropriate student behavior.	.547
6*	Maintaining order, quiet or control.	.545
37	Getting students to behave as I want them to behave.	.505
10*	Removing students who are sources of frustration.	.478
9*	Enforcing social mores and folkways such as honesty and respect for teachers.	.424
23	Responding appropriately to improper behavior such as obscenities.	.415

Factor IV: Parent Relationships
Establishing good relationships with parents built upon improved interaction and understanding

TPC-S #	Problem Statement	Factor Loading
20	Establishing good relationships with parents built upon improved interaction and understanding.	.524
16*	Encouraging parental interest in school matters.	.504
46	Improving conditions so that students can study better at home.	.415

Factor V: Time
Finding time to get both professional and personal things accomplished.

TPC-S #	Problem Statement	Factor Loading
33*	Having enough preparation time.	.533
50*	Having enough free time.	.494
25*	Finding time to get both professional and personal things accomplished.	.451

[a]These factors are from the study "The Validation of an Instrument to Determine Problems of Secondary Teachers" by Cruickshank, Kennedy, and Myers.

[b]Items with asterisks (*) denote items that teachers indicated were most bothersome.